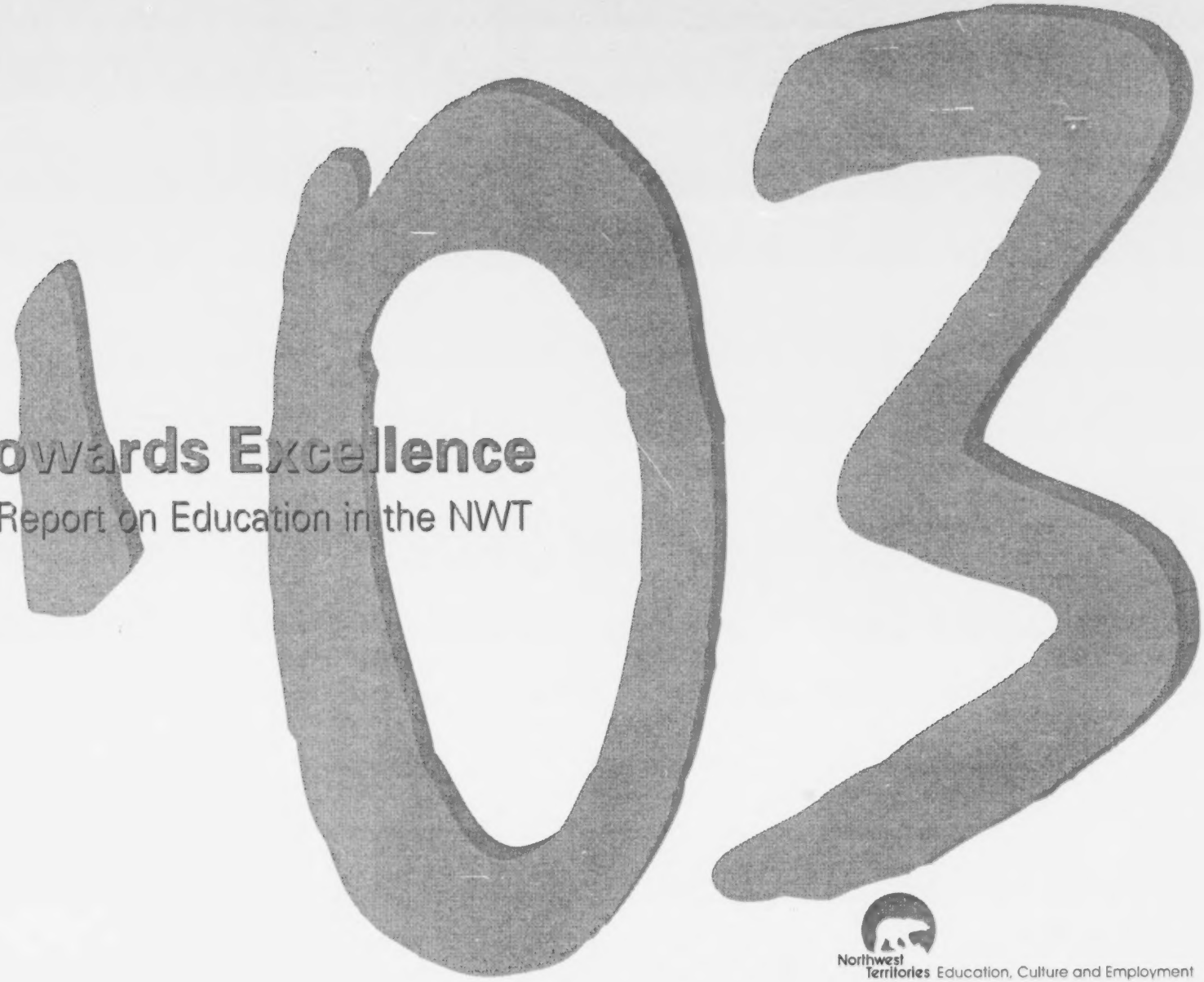
Towards Excellence

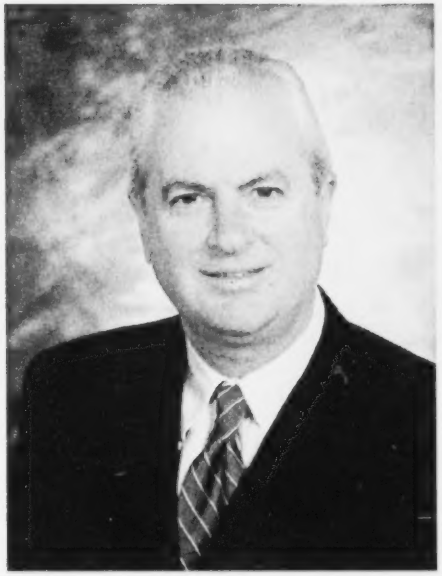
A Report on Education in the NWT



Northwest Territories Education, Culture and Employment

November 2004

A Message from the Minister



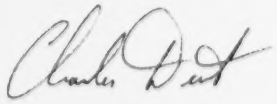
With this fifth edition of *Towards Excellence: A Report on Education in the NWT* the Department of Education, Culture and Employment is continuing our commitment to provide parents, educators, industry representatives, government leaders and the public with a summary of indicators of our educational system.

Using the indicators in this report we are able to evaluate not only the successes of our current educational system, but also understand the trends and long-term performance of education programs in the Northwest Territories.

The Department of Education, Culture and Employment has a key role in supporting Northerners so that they can take advantage of new opportunities. We work in partnership with families, schools, industry and leaders on this shared responsibility. Creating a school environment that supports our young people to move to post secondary education, training and work is our piece of this important puzzle. Each of us must do our part. Families and individuals need to make health lifestyle choices; children need to grow in safe homes, communities and their leaders need to support children in their learning, and governments must provide effective policies and resources to support programs.

We are pleased to publish this information. By evaluating our programs openly, we are able to recognize our successes, as well as identify those areas that will continue to require improvement.

Our students across the NWT are receiving a good education. We are committed to ensuring improvement continues for the future of our students as they are truly, our most valuable resource.



Hon. Charles Dent
Minister, Education, Culture and Employment

Department Mission Statement

The Mission of the Department is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

Department Strategic Objectives

The following objectives are outlined in the Department's Strategic Plan, *People: Our Focus for the Future*:

1. To improve support to communities to achieve their culture, heritage and language goals. *People told us communities should set priorities for culture, heritage and language activities. Our overall approach will be to ensure that they have the flexibility to do so.*

2. To provide people in all communities with access to public information networks. *Our overall approach will be to work with other government departments and the private sector to establish information networks and use them to support personal development, learning and innovative approaches to program delivery.*

3. To build a comprehensive early childhood learning system. *Our overall approach will be to integrate childcare and early childhood education to create a comprehensive early childhood learning system.*

4. To improve student achievement. *People told us they want the NWT school system to be the best it can be and they want to be sure students leave school with the skills they need for the future. Overall, we will focus on those areas that will significantly improve student achievement.*

5. To improve access for adults to learning and work. *People told us that, given the current education levels, basic skill programs for adults are essential, but they must be effective. Overall, our approach is to improve existing programs and make them an integral part of lifelong learning.*

6. To develop a flexible, comprehensive NWT system of post-secondary learning. *People told us we need to offer a comprehensive range of high quality post-secondary programs in the North. Our overall approach will be to continue to build a Northern post-secondary system of learning.*

7. To ensure a lasting impact from learning and human resource development. *Our overall response will be to respond to the needs of individuals, employers and communities in ways that ensure the development of a skilled northern workforce.*

In updating the Strategic Plan (2000 - 2005) the following priorities have been identified:

- Early Childhood Education
- Improved Student Success
- Careers for Northerners
- Developing Community Learning Networks

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Introduction

About Indicators

This fifth edition of *Towards Excellence: A Report on Education in the NWT* provides a profile of education from Kindergarten to Grade 12 for the school year 2002 to 2003. The information presented in this document is not intended as a complete statistical report on education. Rather, it provides both education staff and the public with a comprehensive and coordinated means of assessing progress and effectiveness in the school system.

In 1994, the Department of Education, Culture and Employment (hereafter referred to as the Department) established a strategic plan, *People: Our Focus for the Future*. This document provided a comprehensive guide to achieving "a new vision for learning". Changes resulting from the plan led to the transfer of ownership for education to the community level, the implementation of grade extensions, and an increase in support for culture and aboriginal language programming in schools.

A Strategic Plan Update (2000 – 2005) was published in 2000. The update is a five-year plan that builds on the Department's original strategic plan *People: Our Focus for the Future*. The intent of the update is to reflect the changes that have taken place in NWT communities, schools and territory over that time, and to clarify the revised priorities of Northerners.

Rapid technological change has made it possible to generate a wide range of statistics and contextual data. This has led to the expectation that all the information we want and need is readily available. As global competition for jobs grows, so does the demand for results. This means that we are constantly challenged to provide the information necessary to meet the increasing demands for accountability.

The existing set of indicators will need to be refined over time, so that they continue to reflect the emerging values and interests of the people of the Northwest Territories in a changing social, political and economic environment. The information included in *Towards Excellence* will continually be adjusted to meet these requests. Concurrently, our information systems and programs will be enhanced and monitored to ensure that the data we need are accessible and reliable. Our continuing efforts to refine the information gathering and reporting processes may reveal areas where data from the past is less accurate than we would like. These areas will be marked clearly in the document.

To track changes and trends in the system, a number of indicators in this set are similar, and can be compared to data reported for the NWT in previous publications of *Towards Excellence*. Future editions will continue to shift in focus from access and participation in education to standards and achievement.

Department staff, drawing on regional, territorial and national data, provided information on specific indicators. Education partners including the NWT Bureau of Statistics and Aurora College, as well as Divisional Education Councils, the two District Education Authorities in Yellowknife, the Community Services Board in the Tłı̨chǫ (Dogrib) region, and the Commission scolaire francophone de division, also provided data. It is hoped that the information provided will improve accountability and guide further policy development and planning.

How the Indicators are Organized

The indicators are organized into five sections. Each section describes a part of the territorial school system – the context, inputs, process, output and outcomes of education. These provide a comprehensive description of the system itself and facilitate understanding of the relationships among various indicators.

- **Context** indicators describe the economic and social forces that affect the education system, but are beyond the direct influence of that system; for example, population distribution by ethnicity and age groups.
- **Input** indicators describe what resources, such as funding, go in to the system.
- **Process** indicators describe the activities resulting from the use and management of those resources, i.e. what goes on in schools. Participation in senior secondary schooling is an example of a process indicator.
- **Output** indicators describe students' development while they are still in school, and include such things as student performance in mathematics, reading and writing, or science.

In general:

- **Input** and **process** indicators provide information about accessibility, equity, quality, relevance and accountability.
- **Output** and **outcome** indicators provide information about intellectual development, social and human development and career development.

The following indicator set contains a large number of input, process and output indicators, reflecting our priority for providing equal access to quality programs and services in all communities.

How Each Indicator is Presented

This report is intended as a resource for those who wish to examine and report on aspects of the NWT school system. The indicators have been presented in as neutral and objective a manner as possible.

Today, the Northwest Territories may be characterized by a combination of economic opportunity, political change, social challenge and fiscal constraint. These opportunities and challenges impact differently on different types of communities. Yellowknife, which is home to 45% of the population, has a significant impact on the economic situation in the NWT. Almost a quarter (23%) of the population of the NWT lives in Fort Smith, Hay River or Inuvik. These three regional centres provide greater employment opportunities than are found in smaller communities. Approximately a third (32%) of the people live in one of 29 other communities, which generally have a population of less than 1,000 people. Presentation of data separately for Yellowknife, Regional Centres and Communities is done to inform planning at the regional or local level.

Each indicator contains a table and a graph illustrating the data. A brief commentary explains the importance of the indicator and provides any additional information the reader may need to understand and interpret the data.

Who We Are – *Language and Cultural Groups*

The Languages and Cultures of the People of the Northwest Territories

Just over 50% of the people living in the Northwest Territories are Aboriginal. This is the second largest percentage Aboriginal population of all provinces and territories reported in the 2001 Census. Nationally, just under one million people reported having at least some Aboriginal identity in 2001, representing 3.3% of the total population. This is a rise in the Aboriginal population in Canada from 2.8% in 1996.

Of the Aboriginal people in the Northwest Territories, 57% reported North American Indian, 19% reported Métis and 21% reported Inuit as their respective Aboriginal identity. Overall, the aboriginal population in the NWT represents 2% of the total Aboriginal population in Canada. For specific groups, territorial Aboriginal people comprise 2% of the North American Indians, 1% of the Métis and 9% of the Inuit population of Canada.

The Official Languages of the NWT are Chipewyan, Cree, **Tłı̨chǫ** (Dogrib), English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common language spoken in the NWT, with 77% of the population reporting English as their first language (mother tongue). Another 3% of the population reported that French is their first language. The proportion of people speaking English or French is higher in larger centres than in the communities.

Almost half (44%) of Aboriginal people aged 15 years or older speak an Aboriginal language. More people reported using an Aboriginal language as their first language than using it at home. The proportion of people speaking an Aboriginal language at home is higher in smaller communities than in Yellowknife or the Regional Centres. Given the rich oral tradition of Aboriginal languages, more people speak an Aboriginal language than read and write it.

The 2004 NWT Community Survey, indicates that for the Population 15 & Older, 14,440 are Aboriginal people. The Dene language family consists of **Tłı̨chǫ**, Chipewyan, North Slavey, South Slavey and Gwich'in. Approximately 2,134 (14.8%) people have the ability to speak **Tłı̨chǫ**, 1,326 (9.2%) speak South Slavey and 1,017 (7%) speak North Slavey. There are fewer Aboriginal people who speak Chipewyan and Gwich'in at 716 (5%) and 264 (1.8%) respectively. About 371 (2.6%) Aboriginal people speak Cree, which belongs to the Algonquian language family.

About 25% of the 3,910 Inuit living in the NWT, speak an Inuit language. The Inuit language family extends into much of the Circumpolar World, including Northern Quebec, Labrador, Alaska, Greenland and the Siberian Peninsula. The Aboriginal language most commonly spoken by Inuit throughout the Beaufort-Delta region is Inuvialuktun with Inuinnaqtun spoken in the community of Holman.

A people's culture and language are the basis for learning and identity. Even though cultural groups have different languages, traditions and histories, there is a similar perspective among Aboriginal people – a perspective that describes their place, knowledge, and skills of the world. The Francophone community also seeks to be rooted firmly in its own unique history. Language is a fundamental requirement if people are to maintain or enhance their cultural diversity. Education programs and services, therefore, must be culturally appropriate.

Source:

Census of Canada, 1996 and 2001,
2004 NWT Community Survey

The Languages and Cultures of the Aboriginal People of the Northwest Territories

Official Languages of the NWT:
Chipewyan
Cree
Tłı̨chǫ (Dogrib)
English
French
Gwich'in
Inuinnaqtun
Inuktitut
Inuvialuktun
North Slavey
South Slavey

Source:
Census of Canada, 1996 and 2001, 2004 NWT Community Survey

How we are Organized – *Education Governance*

Changing governance structures and enhancing responsibilities

Traditionally, education in the Northwest Territories was the responsibility of the family, but over the years control shifted away from parents. First missionaries, and later the federal and territorial governments, made decisions about schooling and advised parents of the particular jurisdiction's goals and objectives. Now, because of the creation of District Education Authorities (DEAs) and Divisional Education Councils (DECs), parents and other community members serve as elected representatives, formulate policy and make decisions that guide and direct schools across the NWT.

The Government of the Northwest Territories amended the Education Act in 1983 to permit formation of Divisional Boards of Education, replacing a centralized system of governance. In 1996 a new Education Act came into force that renamed existing governance structures and enhanced their responsibilities. Thirty-three DEAs currently govern schools in the NWT. A DEA is comprised of elected representatives responsible for the school(s) in their community. Education Authorities outside Yellowknife are organized under four DECs and one Community Services Board in the Tłı̨chǫ Region. The councils are made up of one representative from each DEA in the education division. The Commission scolaire francophone de division was established November 6, 2000 and governs two French First Language schools, one in Yellowknife and the other in Hay River.

There are a total of 49 public schools and three private schools in the NWT. Of these, almost half (23) deliver programs for Kindergarten through senior secondary grades. Thirteen are small schools with fewer than 60 students enrolled. Seventeen schools have between 90 and 200 students enrolled, while another 16 schools have enrolments between 200 and 350. Four schools, located in Yellowknife, have student enrolments of more than 350 students.

The Government of the NWT certifies teachers and determines the curricula that guide teaching in the schools. DECs and DEAs are responsible for coordinating and supporting education programs and services in 32 communities. Their responsibilities range from establishing policies to preparing budgets and hiring teachers.

The Northwest Territories will continue to change. As land claims are settled and self-government agreements are reached, the education system will evolve. DECs and DEAs will change their roles and responsibilities as the governance of education changes. The Department is committed to maintaining excellence in education by consulting and working with self-governing bodies on their opinions and opportunities as they fulfill their mandates and responsibilities.

District Education Authorities and Divisional Education Councils

Education Jurisdictions in the NWT:

- Beaufort-Delta Divisional Education Council
- Dehcho Divisional Education Council
- Tłı̨chǫ Community Services Board
- Sahtu Divisional Education Council
- South Slave Divisional Education Council
- Yellowknife District #1 Education Authority
- Yellowknife Public Denominational District Education Authority
- Commission scolaire francophone de division

1 Population – *Actual and Projected Growth*

The population of the NWT is expected to increase moderately over the next five years.

In 2003, approximately 41,872 people lived in the Northwest Territories, compared to 40,499 in 2000. While birth rates among the Aboriginal population are declining, they remain at approximately 1.5 times the national average. The movement of non-Aboriginal people into the NWT is augmenting this natural growth, as employment opportunities increase. The population of the NWT is expected to increase moderately over the next five years.

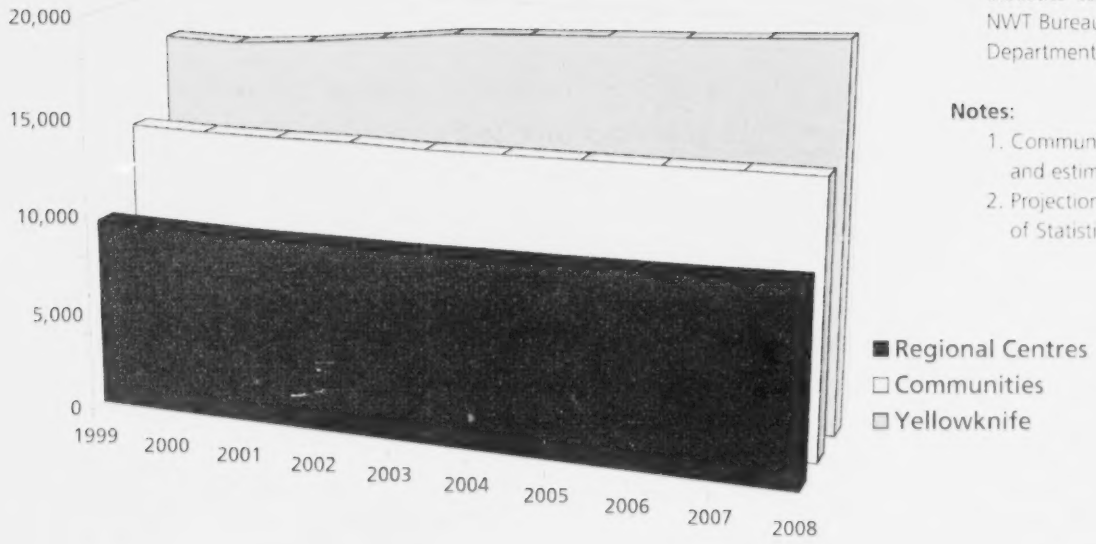
A third of the overall population currently lives in one of 29 smaller communities. Typically, these communities have a population of less than 1,000, and the majority of residents are Aboriginal. The higher birth rate among Aboriginal people contributes to a young and growing population in communities. That in turn creates a demand for higher education and employment as the population matures. However, opportunities for post-secondary education and for employment are limited in communities as compared to the regional centres or Yellowknife. The movement of youth and adults to larger centres, in order to complete their education or seek employment, moderates population growth. Generally, the population for communities is stable compared to Yellowknife or the regional centres, and it is expected to continue to show moderate growth in future.

Almost a quarter of the overall population lives in Fort Smith, Hay River or Inuvik. Young people often move to these regional centres from communities, to further their education. Upon completion of education or training, many stay to raise their families where there is greater opportunity for employment. As residents achieve a higher level of education, and gain work experience, they qualify for promotion, which often leads to relocation. In-migration from communities is therefore balanced by out-migration from the regional centres to Yellowknife or to other parts of Canada. While the individuals living in regional centres change, the total population has remained stable and this trend is expected to continue.

With 45% of the overall population, Yellowknife has a significant impact on the economy of the NWT. Yellowknife also has the most transient population, with families moving in or out depending on employment opportunities. In 1998 and 1999, decreasing employment opportunities in the NWT, together with increasing opportunities in other parts of Canada, resulted in a short-term decrease in population. By 2001, the population of Yellowknife had revitalized and is continuing to grow.

Generally, the population of the NWT is expected to increase moderately over the next five to ten years. Some factors, such as the aging population, are fairly predictable. Additionally, although the birth rate among the Aboriginal population is higher than the national average, it is declining and is likely to continue to do so. Many factors however make it difficult to accurately project changes in the NWT population. Economic changes such as an increase or decrease in the Yellowknife mining sector or the development of a gas pipeline in the Mackenzie Valley can result in either increased or decreased employment opportunities, which in turn will impact on population size.

Actual and Projected Growth



Source:

Statistics Canada Census 2001
NWT Bureau of Statistics
Department of Health & Social Services

Notes:

1. Community population projections and estimates are always as at July 1.
2. Projections estimated from the Bureau of Statistics projection model.

Population – Actual and Projected Growth

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Yellowknife	17,483	17,415	17,758	18,193	18,673	18,910	19,114	19,320	19,551	19,817
	43%	43%	44%	44%	45%	45%	45%	45%	45%	45%
Regional Centres	9,548	9,511	9,451	9,538	9,528	9,643	9,737	9,835	9,952	10,103
	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%
Communities	13,623	13,573	13,613	13,703	13,671	13,764	13,850	13,932	14,015	14,099
	34%	34%	33%	33%	33%	33%	32%	32%	32%	32%
NWT Total	40,654	40,499	40,822	41,434	41,872	42,317	42,701	43,087	43,518	44,019

2 Population – *Distribution by Ethnicity and Age Groups*

The NWT has a young population, with half of the people under the age of 25.

The total population of the Northwest Territories is almost equally distributed between Aboriginal (50%) and non-Aboriginal (50%) people. The greatest proportion of non-Aboriginal people is working-age, with 65% between the ages of 25 and 54. The Aboriginal population is very young by comparison, with children and youth under the age of 25 comprising 49% of the total. Given the decreasing birth rate among Aboriginal people combined with an increasing number of seniors, the overall population of the NWT is aging.

In communities, 85% of the population is Aboriginal. Overall, 45% of people living in communities are under the age of 25 and 91% of this age group are Aboriginal children and youth. While nearly half of Aboriginal people in communities are under the age of 25, most non-Aboriginals (60%) are between ages 25 and 54. This 60% generally reflects the professional workforce made up of people employed as nurses, teachers and the RCMP. The proportion of the population over the age of 65 is increasing. This reflects a number of elders returning to their communities for retirement, as well as people living longer as a result of improved health care.

The overall population of Fort Smith, Hay River and Inuvik is more evenly distributed between Aboriginal (53%) and non-Aboriginal people (47%). For specific age groups, however, this distribution shows greater variation. For the total population, 39% are children and youth under the age of 25. The majority (66%) of children and youth are Aboriginal. The proportion of working-age adults (25-54 years) is greater for non-Aboriginal people (54%). People are drawn to the regional centres for higher education or employment and some remain there after retirement. About 5% of the population is age 65 or more. Aboriginal people who leave the regional centres when they retire usually return to their home communities in the NWT, while non-Aboriginal people are more likely to return to southern Canada.

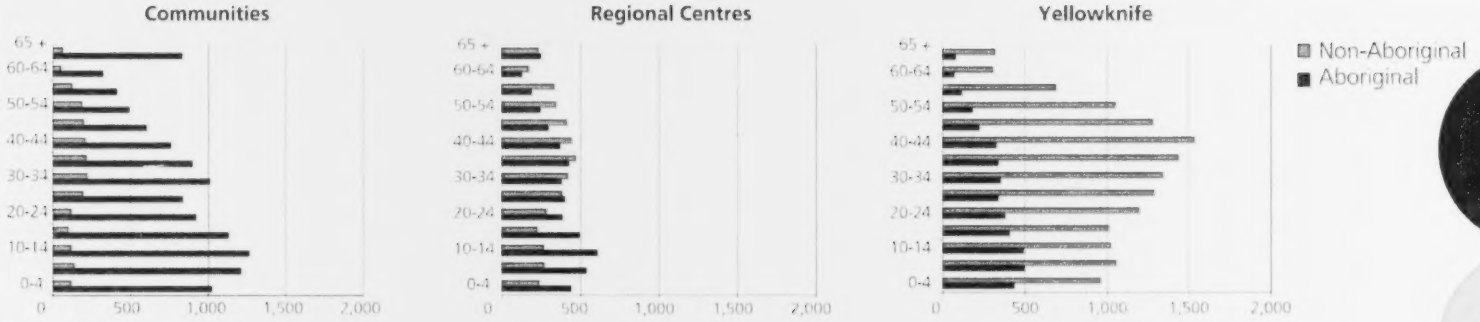
In Yellowknife, 77% of the total population is non-Aboriginal. The overall population represents a diversity of Aboriginal and non-Aboriginal languages and cultures. Yellowknife has a proportionately larger workforce and more employment opportunities than either the regional centres or the rest of the communities. This is reflected in the population's age distribution. About half (52%) of the people living in Yellowknife are working-aged adults between the ages of 25 and 54. For this age group, 82% are non-Aboriginal. Another, 40% of the population is children and youth under the age of 25. The majority (70%) of children and youth are non-Aboriginal. About 2% of the population are 65 years or older.

Although the population of the NWT is still young in comparison to other parts of Canada, it is aging. Over the next few years there will be a need to expand opportunities for post-secondary education, especially in communities where the grade extensions are approaching capacity and graduation rates are increasing. There will be an even greater need to increase possibilities for employment, as the population matures and becomes more educated. An aging GNWT work force, together with increased employment opportunities in southern Canada, will likely result in openings at senior levels for Northerners holding university degrees. At the same time, the number of seniors residing in the NWT is expected to double in 20 years, having implications for the health care system and other facets of the economy.

Source:

Statistics Canada NWT Bureau of Statistics

Distribution by Ethnicity and Age Groups



Population of Communities – July 1, 2003

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	1,020	1,210	1,264	1,127	921	836	1,007	896	755	599	488	406	318	828
Non-Aboriginal	112	136	114	93	113	190	217	212	206	194	183	120	48	58
Total	1,132	1,346	1,378	1,220	1,034	1,026	1,224	1,108	961	793	671	526	366	886

Population of Regional Centres – July 1, 2003

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	434	534	606	487	383	396	375	422	367	291	239	186	124	244
Non-Aboriginal	232	267	260	220	280	379	415	467	442	411	343	328	167	229
Total	666	801	866	707	663	775	790	889	809	702	582	514	291	473

Population of Yellowknife – July 1, 2003

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	434	496	490	402	376	335	349	336	325	220	182	114	65	76
Non-Aboriginal	956	1,054	1,022	1,009	1,197	1,286	1,342	1,435	1,532	1,278	1,052	686	306	318
Total	1,390	1,550	1,512	1,411	1,573	1,621	1,691	1,771	1,857	1,498	1,234	800	371	394

NWT Total Population – July 1, 2003

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	1,888	2,240	2,360	2,016	1,680	1,567	1,731	1,654	1,447	1,110	909	706	507	1,148
Non-Aboriginal	1,300	1,457	1,396	1,322	1,590	1,855	1,974	2,114	2,180	1,883	1,578	1,134	521	605
Total	3,188	3,697	3,756	3,338	3,270	3,422	3,705	3,768	3,627	2,993	2,487	1,840	1,028	1,753

3 Level of Education – *Population 15 Years of Age and Over*

Education levels are increasing for northern residents.

The 2004 Community Survey indicated that 68% of the NWT population aged 15 years and older had completed secondary school, held a certificate or diploma, had some college or university training, or held a university degree. This is an increase from 66% reported in the 1999 NWT Labour Force Survey. University degrees are held by 17% of the youth and adult population, compared to 14% in 1999. At the same time there has been a decrease from 13% to 12% in the population with less than a Grade 9 education.

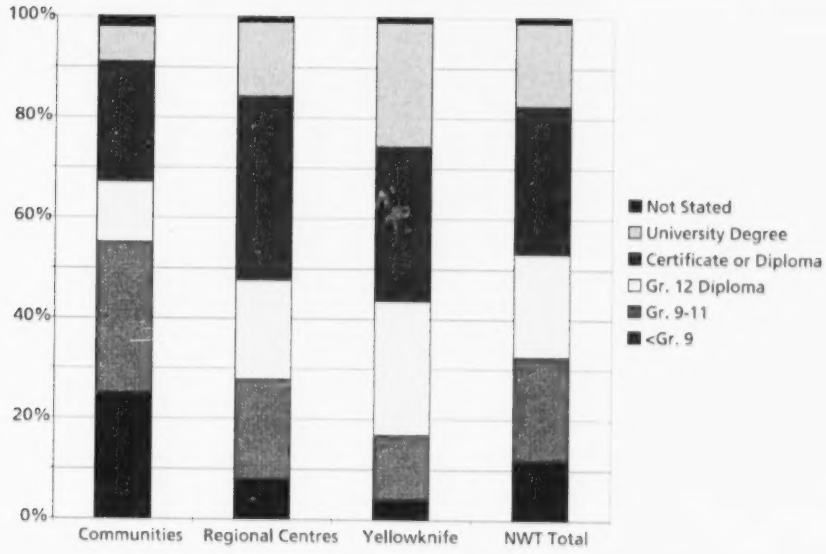
Communities have the highest proportion (55%) of the population, ages 15 years and older, who have not yet attained a Grade 12 diploma. With the implementation of grade extensions in recent years, it is now possible for most residents to complete secondary school in their home community. Increased access to secondary grades is expected to result in increasing graduation rates, and consequently higher participation in post-secondary education. However, opportunities for post-secondary education and employment are limited in communities compared to the regional centres and Yellowknife. The 7% holding university degrees generally reflect individuals employed in the community as nurses, teachers and the RCMP.

In the regional centers, 72% of the population aged 15 years and older has completed Grade 12 or attained other adult or post-secondary education. This includes 37% who hold a certificate or diploma, and 15% having a university degree. College campuses are established in Fort Smith and Inuvik, providing access to a range of post-secondary programs, including some university courses. Residents who have completed secondary or post-secondary education also have a better chance of finding employment in one of the regional centres than in a smaller community.

Eighty-three percent of youth and adults in Yellowknife have completed high school or have other adult or post-secondary education, including 25% with university degrees. The relatively high percentage of population with a university degree reflects the nature of the workforce, including a higher proportion of senior government positions, as well as the presence of a college campus.

Overall in the NWT, 21% of youth and adults reported Grades 9, 10 or 11 as their highest level of education. Participation in Grades 10 to 12 has increased with the development of community high schools. Some youth and young adults are still in school, or have recently returned to pursue further education. Others choose General Educational Development (GED) or Adult Basic Education (ABE) routes. When educators, libraries, employers and the College work together they are able to increase supports and expand opportunities for all residents to increase levels of education attainment.

Level of Education



Source:
2004 Community Survey

Notes:
1. Levels of education are self-reported.
2. Trades Certificate or Diploma does not necessarily imply having a high school education.

Highest Level of Education – Population 15 Years of Age and Over

	Total Pop 15 & older	<Gr. 9	Gr. 9-11	Gr. 12 Diploma	Trades Cert. or Diploma	University Degree	Not Stated
Communities	9,796	2,466	2,912	1,171	2,339	672	236
		25%	30%	12%	24%	7%	2%
Regional Centres	7,161	534	1,395	1,452	2,624	1,102	55
		8%	20%	20%	37%	15%	1%
Yellowknife	14,383	623	1,892	3,837	4,417	3,559	55
		4%	13%	27%	31%	25%	1%
NWT Total	31,340	3,623	6,198	6,461	9,380	5,332	347
		12%	21%	21%	30%	17%	1%

4 Official Language Use – *First Language and Home Language*

Language retention varies by language and by community type.

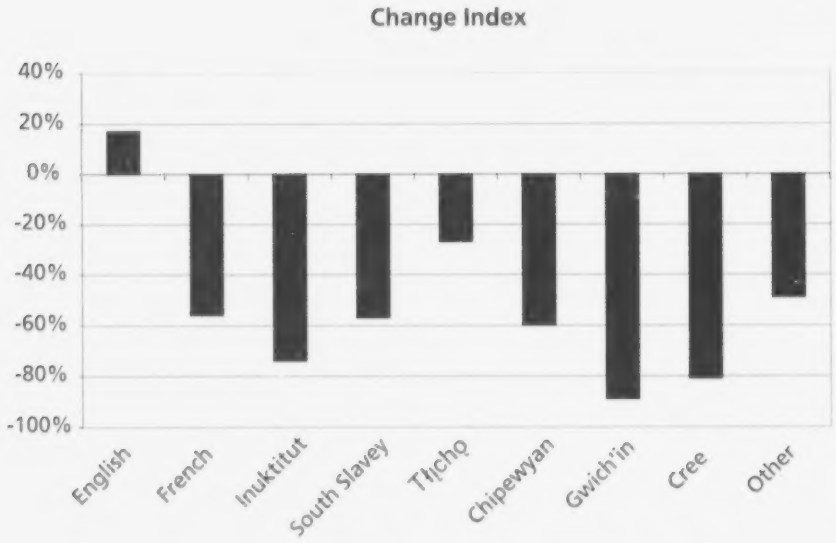
The Official Languages Act recognizes eleven official languages in the Northwest Territories: Chipewyan, Cree, **Tłı̨chǫ**, English, French, Gwich'in, Inuktitut, Inuinnaqtun, Inuvialuktun and South Slavey. North Slavey is also an official language but was included as part of the Other category of languages in the 2001 Census. English is the most common mother tongue in the NWT, with 78% of the population reporting English as the first language they learned and understand. Fourteen percent of the population reported an Aboriginal first language, the most common being **Tłı̨chǫ** at 5% and South Slavey at 3%. Three percent reported that French was their first language and 5% reported that their mother tongue was another language, such as German or Chinese.

Language retention is a measure of the strength or revitalization of a language within a particular culture. One approach to examining language retention is to compare the number of people who speak each language in their home, to the number of people reporting that language as their first language. In the NWT, only English was spoken more often as a home language than as a first language. For the other seven official languages, fewer people reported using these languages as their home language than as their first language. For **Tłı̨chǫ**, retention was more than 50%. For the remaining official languages this value was less than 50%, with the lowest value for Gwich'in at 11%.

There are many factors involved in maintaining Aboriginal languages as the language of the home. Language begins in the family and is influenced by the community and the school. Influences such as media, technology, and a lack of reading materials in Aboriginal languages have a great impact on language usage. These factors need to be taken into account by the communities and education authorities when developing effective language plans. Community language plans will guide everyday language activities in the community as a whole as well as within the school system.

While schools can support Aboriginal languages by responding to community language needs, they are only one part of the solution. Parents and community have an important role to play in fostering and promoting Aboriginal languages. With home, school and community working together, Aboriginal language use can be encouraged, supported and promoted within the NWT. Culture based schooling continues to be a critical factor in the support of culturally enriched language programs. Aboriginal Language Specialists offer another means of support in the development of language and culture. Early childhood programs that involve elders and community leaders can support schools and help students experience a living language.

First Language and Home Language



Source:
Census 2001

Notes:

1. The Census defines mother tongue as the first language learned and still understood. In this report, the term first language is used to mean mother tongue. Home language refers to the language most frequently spoken in the home.
2. Inuktitut includes Inuinnaqtun and Inuvialuktun.
3. North Slavey is reported in Other.

Use of Official Languages in the Northwest Territories

	English	French	Inuktitut	South Slavey	Tłı̨chǫ	Chipewyan	Gwich'in	Cree	Other
First Language	28,650	950	765	1,005	1,835	300	230	155	2,830
Home Language	33,610	420	200	435	1,345	120	25	30	1,435
Change Index	17%	-56%	-74%	-57%	-27%	-60%	-89%	-81%	-49%

5 Children in Families – *Issues Students Bring to the Classroom*

Personal concerns, which students bring to the classroom, have a profound influence on their school performance.

The data from *Student Support Needs Assessment 2000* document was used in the *2001 Towards Excellence* and is still the most current source of information on student issues. The factors outlined in this assessment are still relevant today and highlight some of the challenges faced by northern educators. In response to the interview question: "What are some of the issues that your students come to class with?", teachers call attention to a number of issues of which they are aware. Responses are based on classroom needs, and not on individual student situations.

For the NWT as a whole, teachers most frequently cited "Family Stressors" (54% of classrooms) as affecting the classroom. Among concerns identified in this category were family breakdown, illness and death. Following closely behind "Family Stressors" in overall frequency of response (47%) was substance abuse in the family, home and community. This was distinct from substance abuse by students themselves, which although identified as a concern, was much less frequently cited. Concerns classified as "Parenting" encompass such perceived family issues as expectations, structure, controls and support in the family. On average, these concerns, as well as hunger, lack of sleep and abuse were presented by about 30% of teachers.

The degree to which identified concerns reflect classroom needs varies by community type. Family Stressors affect close to 70% of classrooms in Regional Centres and in Yellowknife, compared to 36% of classrooms in smaller communities. Addiction is a much greater concern (influencing almost 60% of classrooms) in the smaller communities and in regional centres than in Yellowknife (26%). Other categories, including parenting issues, hunger, lack of sleep, and abuse generally impact more classrooms in communities and regional centres than Yellowknife.

Personal concerns that students bring to the classroom have a profound influence on their school performance. An awareness of the concerns enables the teacher to better tailor the classroom environment to facilitate learning. In addition, some of the issues must be dealt with in their own right, for the well-being of the student. In this context, the various service providers such as Education, Culture and Employment, Health and Social Services and the Department of Justice, need to work together to provide support to students, their parents, and the communities in which they live. Further analysis of these concerns by community type will contribute to a better understanding of the factors that play a significant role in the NWT education system.

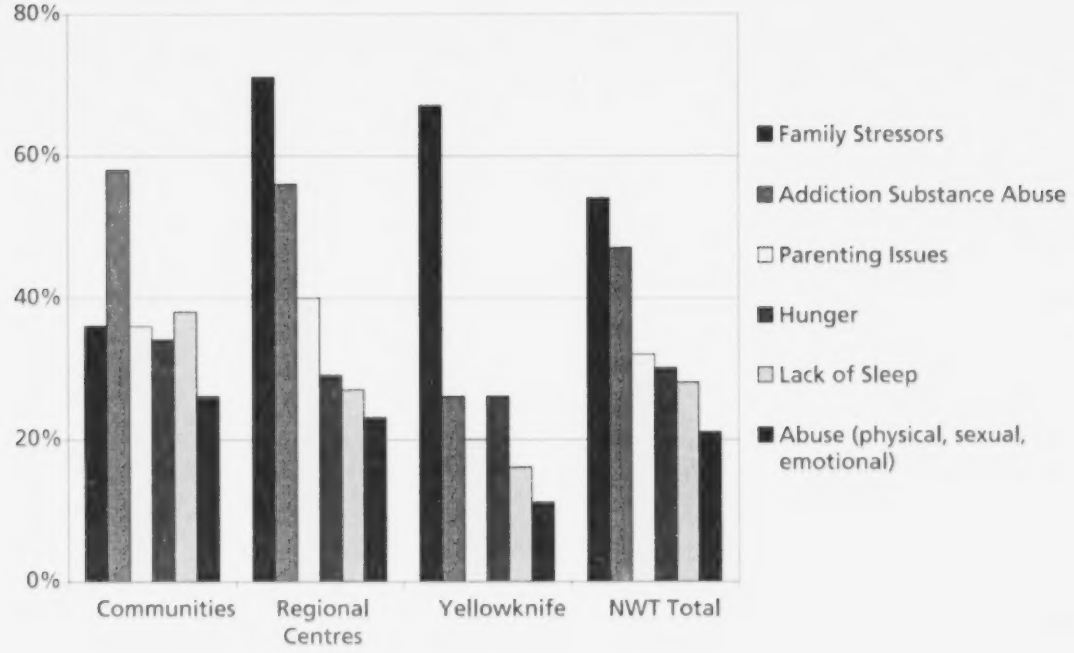
Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Notes:

1. Responses are based on classroom needs as a whole, and not on individual student situations.

Issues Students Bring to the Classroom



	Family Stressors	Addiction Substance Abuse	Parenting Issues	Hunger	Lack of Sleep	Abuse (physical, sexual, emotional)
Communities	36%	58%	36%	34%	38%	26%
Regional Centres	71%	56%	40%	29%	27%	23%
Yellowknife	67%	26%	20%	26%	16%	11%
NWT Total	54%	47%	32%	30%	28%	21%

6 Children in Families – *Parental Support for Education*

Parental involvement contributes to students' successful learning.

The *Student Support Needs Assessment 2000* document was used as the source for the data on parental involvement. Community-based approaches to education are an essential component in building healthy communities. Families play the most important role in supporting learning. Children need to be encouraged by their parents in their daily activities. They also need to see their parents and school personnel work together in support of learning. Teachers reported that parental involvement is somewhat appropriate (29%) or very appropriate (41%) for 70% of NWT students. Parents were reported to be under-involved for 25% of students.

There are many ways that parents can support their children at home and at school. Discussion allows parents to show concern for the general well being of their children, or to demonstrate interest in their daily work and progress. Discussion can also be more formal, such as encouraging children with their homework and helping with homework assignments. Supportive parents often have high expectations with regard to academic learning, and they discuss future educational plans. It is equally important for parents to be involved in their children's school, through attending parent interviews, talking to the teacher, observing, or volunteering in the classroom.

Parents can also help their children learn by providing the necessary structures and discipline in the home. They can ensure that their children get enough sleep, and eat the right food, so that the children are able to concentrate on their schoolwork. They can provide a quiet place where their children can sleep, read, do homework and study. From time to time, parents may also be asked to support a school-based intervention at home.

Parental involvement contributes to students' successful learning. Teachers reported that children living in Yellowknife (78%) were more likely to benefit from parental involvement and support than those living in regional centres (69%) or in communities (60%).

Children in schools are a reflection of the families in which they are raised and the communities in which they live. If parents and community value education and believe in the children, the children are more likely to succeed.

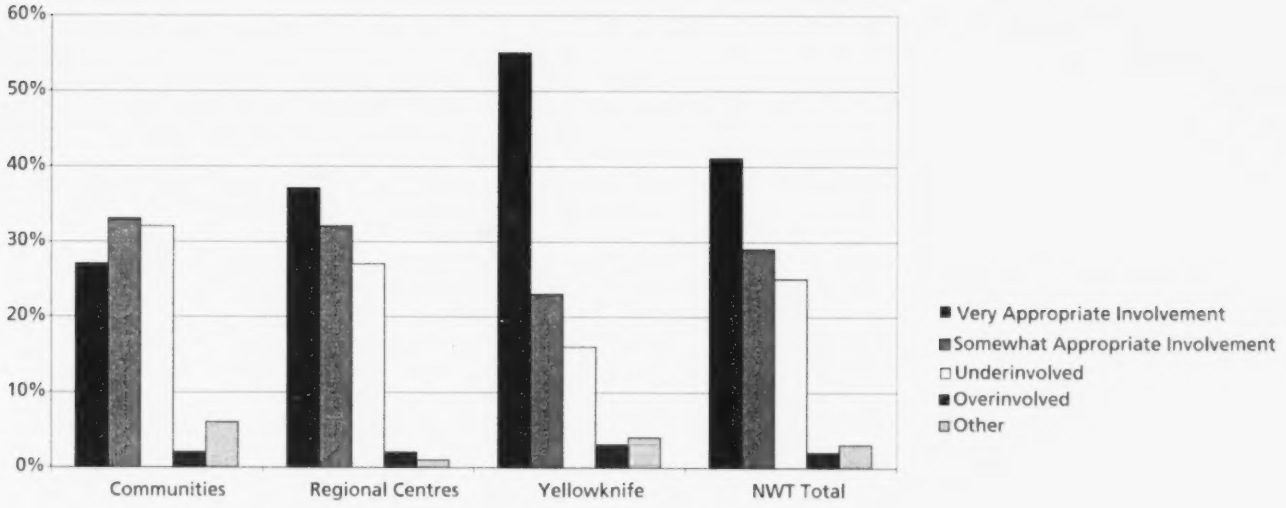
Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Notes:

1. Parental/guardian involvement was rated by teachers in terms of how appropriate it was to the students' needs.
2. "Not Applicable" in this case likely refers to older students who are living independently.

Parental Support for Education



Children in Families – Parental Support for Education

	Very Appropriate Involvement	Somewhat Appropriate Involvement	Underinvolved	Overinvolved	Other
Communities	922	1,099	1,086	66	187
	27%	33%	32%	2%	6%
Regional Centres	925	796	677	40	34
	37%	32%	27%	2%	1%
Yellowknife	2,066	883	612	95	132
	55%	23%	16%	3%	4%
NWT Total	3,913	2,778	2,375	201	353
	41%	29%	25%	2%	3%

7 Student Enrolment – *Actual & Projected*

The total student enrolment has increased slightly in the period from 2001 to 2003.

In 2003 there were approximately 9,800 students enrolled in Kindergarten through Grade 12 in the Northwest Territories. This figure represents almost one-quarter (23%) of the overall population of the NWT. Total student enrolment remained constant for the period from 2001 to 2003, a slight decrease is expected next year, followed by a moderate growth over the next 5 years. There are variances by community type within this trend.

In communities, school enrolment increased by 4% over five years, compared to 3% population growth. Communities continued to experience moderate increases in student population at the primary level, reflecting birth rates. However, increased enrolments resulted primarily from the implementation of grade extensions in small communities. With access to senior secondary grades in their home community, more students are remaining in school longer, and some students who had left school returned to further their education. A slow growth in school enrolment is projected to continue for communities through the year 2006.

In regional centres, the effects of grade extensions in smaller communities are now complete. School enrolments are likely to increase slightly over the next few years.

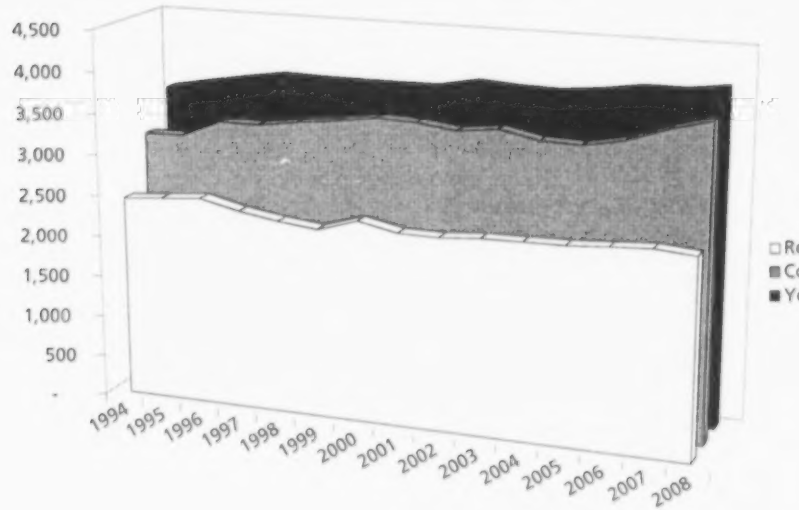
Yellowknife's total student enrolment had 2% growth over a five-year period, while the overall population has increased 3%. This reflects the transient nature of the city's overall population. Employment opportunities are increasing, and young families are moving to Yellowknife with their school-aged children.

School enrolments in Yellowknife are projected to show modest growth from 2004 to 2008.

Historically, schools in the NWT were driven by population growth, but this is no longer the case. Overall, there is sufficient space in existing facilities to accommodate the school-aged population, but the demographics of that population are changing. There will be an opportunity to re-think what programs and services are needed to best meet the changing needs of the school-aged population, and to re-consider how existing space can best be utilized to support those programs and services.

There is a shift away from expanding school facilities to renovating or replacing present facilities. This includes redesigning existing space in order to make it appropriate for its new use, as well as repairing and upgrading older facilities. At the same time, unexpected changes to the NWT resource-based economy could affect population size and result in an unforeseen need for larger or new schools.

Actual and Projected



Source:

Department of Education, Culture and Employment, GNWT. Student Enrolment (September 30th)
NWT Bureau of Statistics

Notes:

1. Enrolment figures are based on Full-Time Equivalent (FTE) Students. The number of Kindergarten (FTE) Students are doubled to Estimate the actual number of students.
2. Enrolment Projections are based on 15 to 19-year old population projections.

Total Number of Students Enrolled in NWT Schools by Year

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Communities	3,120	3,130	3,340	3,340	3,410	3,470	3,540	3,524	3,463	3,523	3,425	3,415	3,509	3,683	3,809
Regional Centres	2,450	2,490	2,530	2,420	2,340	2,290	2,440	2,340	2,334	2,375	2,382	2,390	2,425	2,452	2,416
Yellowknife	3,570	3,660	3,750	3,820	3,810	3,810	3,810	3,820	3,913	3,879	3,873	3,916	3,990	3,994	4,055
NWT Total	9,140	9,280	9,620	9,580	9,560	9,570	9,790	9,684	9,710	9,777	9,680	9,721	9,924	10,129	10,280

8 Student Enrolment – *Distribution by Grade*

Distribution across grades is increasingly reflective of the overall school-aged population.

While the total school population had a 1% growth from 2001 to 2003, the demography of that population is changing. Historically, student enrolment in elementary grades was high compared to the proportion of 5 to 14 year-olds in the population. On the other hand, students in junior and senior secondary grades were under-represented relative to the share of the population held by 15 to 19 year-olds. Today, distribution across grades better reflects the overall population distribution by age groups.

Schooling is mandatory in the NWT for children aged 6 to 15, and enrolments for corresponding grades (Gr. 1 through 9) closely approximate overall populations for those age groups. In accordance with the Departmental Directive on Inclusive Schooling (1996), students are now placed in classrooms with their peers. However, teachers report that a significant proportion of students perform at one or more grades below the expected level for their age. It is difficult to determine the extent to which this indicator currently reflects peer placement rather than academic achievement and promotion. For purposes of accountability, jurisdictions are being asked to report decisions about class placement and grade level achievement separately and distinctly, as described in the Departmental Directive on Student Assessment, Evaluation and Reporting (2001). Until that objective is achieved, distribution by grade is likely to remain stable for K to Gr. 9.

Senior secondary school enrolment continues to increase in the NWT, as more students stay in school after the mandatory age of 15, and other students who withdrew from school are returning to further their education. This increase is largely attributed to the implementation of grade extensions in smaller communities. In 2002/03, almost 2,231 youth were enrolled in Grades 10 to 12, representing 23% of the total school enrolment. This was an increase from 2,081 senior secondary students in 2000/01. This trend is expected to continue as a larger proportion of students aged 5 to 14 progress through the school system.

Enrolments are disproportionately high in Grade 10 as compared to Grades 11 or 12. These figures include individuals who recently gained access through grade extensions in their home community, as well as a number of adults who returned to high school for upgrading. It is important to note that in communities, grade 10 enrolments have dropped slightly between 2000/01 and 2002/03 while grade 11 and 12 enrollments have increased significantly. Grade 10 enrolment figures throughout the NWT include youth who have been placed in high school due to their age and who continue to work towards earning credits at that grade level.

Residents of 18 NWT communities do not have access to long-term, stable secondary programming options for mature students. However, Adult Literacy and Basic Education programs support mature students as they work towards their high school diploma and participate in Diploma Examinations. There has been discussion on the granting of a High School Diploma through the College.

Source:

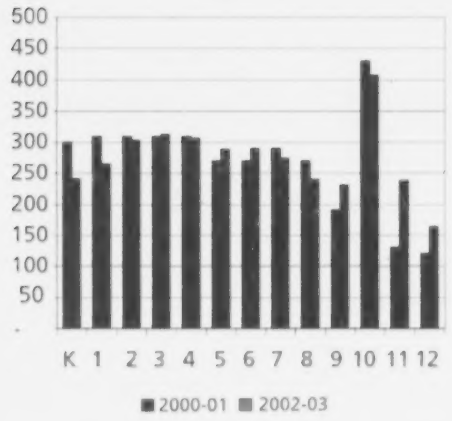
Department of Education, Culture and Employment, GNWT. Student Enrolment (September 30th)
NWT Bureau of Statistics

Notes:

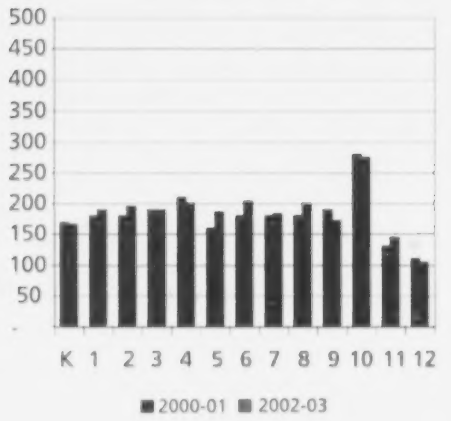
1. Enrolment figures are based on Full-Time Equivalent (FTE) Students. The number of Kindergarten (FTE) Students are Doubled to Estimate the actual number of students. The numbers for 2000/01 reflect adjustments to enrollment since the publication of the *'01 Towards Excellence*.

Distribution by Grade

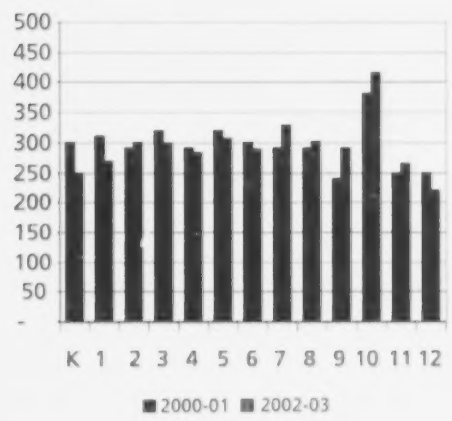
Communities



Regional Centres



Yellowknife



Student Enrolment by Grade, 2000/01

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Communities	299	306	318	308	313	274	271	291	269	192	437	130	116	3,524
Regional Centres	172	181	179	189	207	165	184	179	179	186	275	133	111	2,340
Yellowknife	295	311	288	324	287	317	297	290	293	239	379	250	250	3,820
NWT Total	766	798	785	821	807	756	752	760	741	617	1,091	513	477	9,684

Student Enrolment by Grade, 2002/03

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Communities	234	260	305	309	300	286	281	271	239	231	407	237	163	3,523
Regional Centres	159	184	186	181	200	183	203	184	199	173	274	145	104	2,375
Yellowknife	263	280	305	308	288	312	298	332	302	290	415	266	220	3,879
NWT Total	656	724	796	798	788	781	782	787	740	694	1,096	648	487	9,777

9 Educators – *Years of Experience*

64% of teachers in the NWT have 5 or more years of teaching experience.

The NWT has a high proportion of beginning teachers, 17% with less than two years experience in 2002/03. However, graduates of the Teacher Education Program (TEP) are staying in the education system and gaining experience. Other experienced northern teachers are also staying in the system longer, shifting the proportions of teachers with 10 or more years of experience up from 24% in 1997 to 44% in 2003. Within this group, teachers with 15 or more years of experience may be under-represented since years of experience were calculated by pay step. The maximum pay step is 12, which represents 12 or more years of experience. For teachers at step 12, the start date of employment in the NWT is checked. However, this would not include years of experience outside the NWT for those teachers at pay step 12.

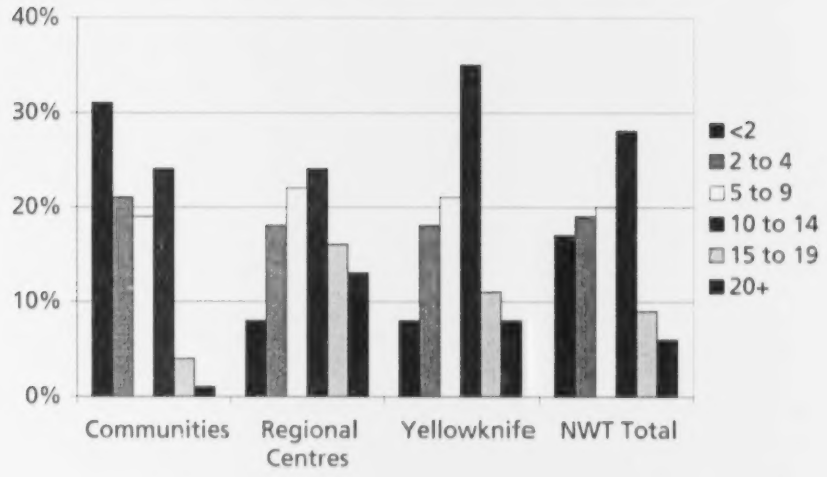
There are demographic differences in the distribution of teachers by years of experience between communities, regional centres and Yellowknife. Communities have the highest proportion (52%) of teachers with less than 5 years of teaching experience. This proportion includes 31% with less than 2 years experience, compared to 21% having taught from 2 to 4 years. Conditions such as multi-grade classrooms, and the range of student abilities within those classrooms, impact even more on community teachers than on educators in larger centres with more resources available. These conditions are often compounded by a sense of professional isolation, and for non-Aboriginal teachers the additional feeling of isolation from family. Initiatives such as staff orientation, teacher induction, peer coaching, and professional development are strategies to support community teachers.

The proportion of teachers with less than 5 years experience in Regional Centres has decreased from 31% in 2001 to 25% in 2003. More notably, regional centres still have the highest proportion (13%) of teachers who have 20 or more years of experience. Many are long-term residents who have contributed a great deal to their school and to their community, and they are now approaching retirement age. Fort Smith, Hay River and Inuvik spend a higher proportion of their budget on severance pay compared to other jurisdictions, and this trend will continue.

Close to 8% of the current teaching force is approaching retirement, and a similar proportion of beginning teachers are entering the system. The remaining 84% are continuing through the system, b[illegible]cing the energy and new teaching ideas of younger, less experienced teachers, with the knowledge and experience of more mature staff.

In 2000, the NWT teacher induction program for beginning teachers was introduced across the NWT. This program provides mentor support to beginning teachers in becoming confident, competent and effective professionals in the classroom. Also, all NWT jurisdictions provide orientation programs for new and beginning teachers. Long-term projections are for a more experienced teaching force as TEP graduates and other northern teachers remain in the system longer and gain more experience. At the same time new and beginning teachers are entering the system each year.

Years of Experience



Source:

Case Management Administration System (CMAS)
PeopleSoft

Notes:

1. Information is based on actual teaching positions, including Aboriginal Language Specialists, as at August 1st. Excluded are Educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.
2. The GNWT Salary Grid differs from that used by Yellowknife School Districts. First year GNWT teachers are placed at STEP level 1, compared to STEP level 0 for Yellowknife.

Educators by Years of Experience, 2002-03

	<2	2 to 4	5 to 9	10 to 14	15 to 19	20+	Total
Communities	89	60	53	69	11	4	286
	31%	21%	19%	24%	4%	1%	40%
Regional Centres	13	29	36	39	27	21	165
	8%	18%	22%	24%	16%	13%	23%
Yellowknife	21	47	57	93	29	21	268
	8%	18%	21%	35%	11%	8%	37%
NWT Total	123	136	146	201	67	46	719
	17%	19%	20%	28%	9%	6%	

10 Educators – *Highest Level of Qualifications*

90% of teachers in the NWT have one or more university degrees.

In 2003, the majority of educators in the NWT have one or more university degrees. In addition to holding a Bachelor of Education Degree, a significant number of teachers hold degrees in specialties such as Mathematics, Science, Technology, Art, Music, Special Education and Physical Education. Others may hold degrees in related professions. The 7% of teachers in the system with a graduate degree remained similar to 2001, while the proportion of teachers holding a certificate or diploma decreased from 11% to 9% in the same period.

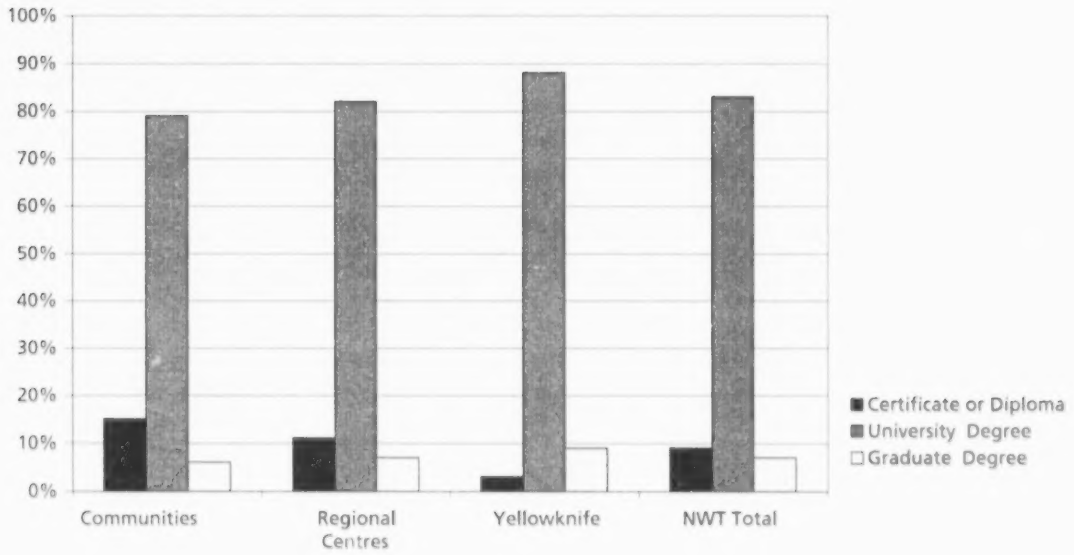
Fifteen percent (15%) of teachers in communities hold a certificate or diploma. The certificate and diploma group includes certified Aboriginal Language Specialists, diploma graduates of Teacher Education Programs (TEP), and some long-term northern teachers who graduated from Teachers' Colleges outside the NWT. This group includes 30 certified Aboriginal Language Specialists, and reflects the priority many communities place on Aboriginal second language programs and culture based schooling for a population that is 85% Aboriginal. The other 85% of educators in communities hold one or more degrees, including 6% who have a graduate degree. There is an increasing need in communities with grade extensions for teachers with degrees to deliver a range of program choices at the secondary level.

The proportion of teachers holding degrees is higher in Yellowknife (98%) and regional centres (89%) than in communities (85%). This includes 9% of teachers in Yellowknife who have graduate degrees and 7% in regional centres. At the same time, the group holding a certificate or diploma is smaller. Schools in Yellowknife and the regional centres are generally larger than community schools and they have more flexibility in allocating staff assignments. Whereas communities often hire generalist teachers who are able to deliver a range of subjects in multi-grade classes, schools in Yellowknife and regional centres often hire degree teachers with specialty areas. This is particularly true at the senior secondary level, where students rotate to different teachers for each course. Conversely, schools in the larger centres have fewer staff who can deliver second language programs and culture based schooling. This challenge is magnified given the diversity of Aboriginal and non-Aboriginal languages and cultures in Yellowknife and the regional centres.

NWT teachers face many challenges as they strive to best meet the needs of their students in accordance with the educational goals of the community. The nature of these challenges, and the special knowledge and skills teachers require, differ by community type and change over time. The *Education Act* (1996) requires that all NWT teachers renew their teaching certificates every five years. All northern teachers with less than ten years teaching experience, as of July 1997, must successfully complete a Bachelor of Education Degree. Teachers who hold a degree are required to complete 120 hours of professional development over each five-year period in order to have their teaching certificate re-issued. Re-certification will help to ensure the NWT has qualified teachers working in the educational system.

The challenge will be to support teachers in all communities to access a range of professional development programs and courses to meet their individual needs and interests, and respond to the needs and priorities of the community in which they teach. Aurora College Courses, such as the Native Literature Course, are available through distance education to educators, as are many different distance education courses from other Post Secondary Institutions.

Highest Level of Qualifications



Educators by Qualifications, 2002-03

	Certificate or Diploma	University Degree	Graduate Degree	Total Teachers
Communities	43	226	17	286
	15%	79%	6%	40%
Regional Centres	18	136	11	165
	11%	82%	7%	23%
Yellowknife	7	236	25	268
	3%	88%	9%	37%
NWT Total	68	598	53	719
	9%	83%	7%	

Source:

Case Management Administration System (CMAS)

Notes:

1. Information is based on actual teaching positions, and not funded PYs, as at August 1st. Included are Aboriginal Language Specialists. Excluded are educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.

11 Educators – *Aboriginal Educators as Percent of Total Teaching Staff*

Aboriginal Educators form 13% of the teaching staff in the NWT.

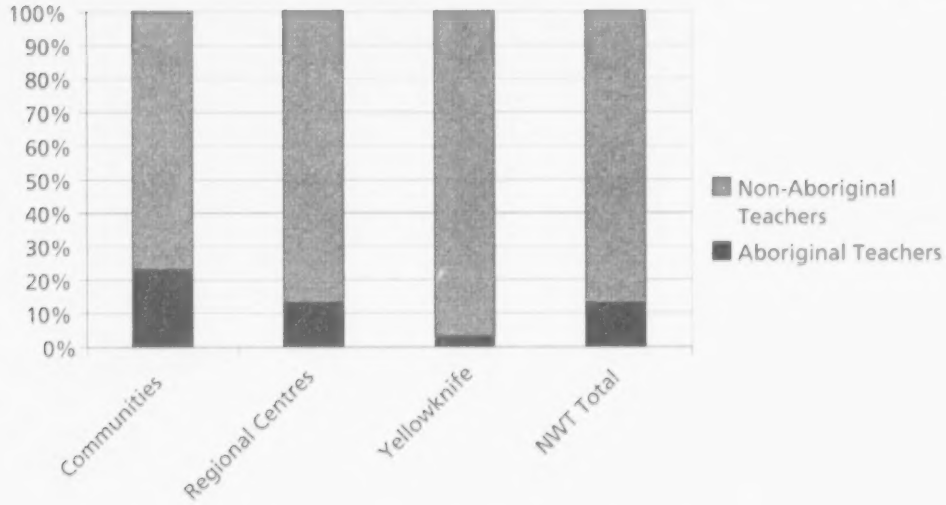
In 2002/03, there were 94 Aboriginal teachers in the NWT, representing 13% of the 719 total teaching staff. Aboriginal educators in the school system include 30 certified Aboriginal Language Specialists and 63 teachers who hold a Teacher Education Program Diploma or a Bachelor of Education Degree.

A goal of the Department is to have a teaching force representative of the overall population of the NWT, comprising about 50% Aboriginal people. For the school-aged population (10,791 children and youth between the ages of 5 and 19 years), 61% are of Aboriginal origin. The highest percentage of Aboriginal teachers is needed in communities. Aboriginal students comprise 91% of the 5 to 19 year-olds in communities, 68% in regional centres and 31% in Yellowknife. This compares with the proportion of the teaching force represented by Aboriginal teachers at 23% in communities, 13% in regional centres and 3% in Yellowknife.

The NWT needs a teaching force that is representative of its diverse linguistic and cultural groups in order for all types of communities to realize their educational goals for language, culture and heritage. Culture-based schools need people from the community, from the same culture and language as the students, working in the school system – at all levels. The majority of Aboriginal educators with a diploma or degree are currently teaching in elementary classrooms. Aboriginal Language Specialists often teach an Aboriginal second language program throughout the school. They have contact with many students for short periods of time, but few are comfortable teaching Grades 10 to 12. The challenge is to increase the number of Aboriginal teachers in all communities and in particular at the junior and senior secondary levels.

In order to achieve a representative teaching force, we will need to train and recruit more Aboriginal teachers as well as retain the teachers we have. Aurora College will continue to play a critical role in providing teacher education programs to qualify new teachers and to support certified teachers to attain higher levels of education. Additionally, professional development opportunities are required to meet the re-certification needs of Aboriginal teachers, and especially of Aboriginal Language Specialists. In communities, the challenge is to provide more programs and courses closer to home, while regional centres and Yellowknife need to find ways to support Aboriginal teachers working in a culturally diverse community.

Aboriginal Teachers as Percent of Total Teachers



Source:

Case Management Administration System (CMAS)

Notes:

1. Information is based on actual teaching positions, and not funded PYs, as at August 1st. Included are Aboriginal Language Specialists, and Southern Aboriginals. Excluded are Educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.

Aboriginal Teachers as Percent of Total Teaching Staff, 2002-03

	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Communities	220	66	286
	77%	23%	40%
Regional Centres	144	21	165
	87%	13%	23%
Yellowknife	261	7	268
	97%	3%	37%
NWT Total	625	94	719
	87%	13%	

12 Educators – *Retention of TEP Graduates*

Seventy-three percent of recent TEP graduates (1990 – 2002) retained in education in the NWT.

The Aurora College Teacher Education Program (TEP) began in 1968, and after an initial year in Yellowknife, moved permanently to Fort Smith. A successful partnership with the University of Saskatchewan was formed in 1977 and continues to the present. Graduates from Aurora College TEP receive a Diploma in Teaching, which is transferable to the University of Saskatchewan Bachelor of Education program.

From 1969 to 1989, students from across the territories went to Fort Smith for teacher training. A total of 100 NWT teachers graduated during this 20-year period, 45 of whom are presently (2002-03) employed in education. This proportion includes 26% currently teaching or working at the Divisional Education Council, 16% in other education-related roles, and 3% full-time university students. Others (24%) have used the skills and experience they developed through TEP to gain employment outside education. The remaining 31% include teachers who reached retirement age or whose current status is unknown. Of the 100 graduates between 1969 and 1989, there were 55 Dene, 11 Metis, 15 Inuvialuit and 19 non-Aboriginal or unidentified.

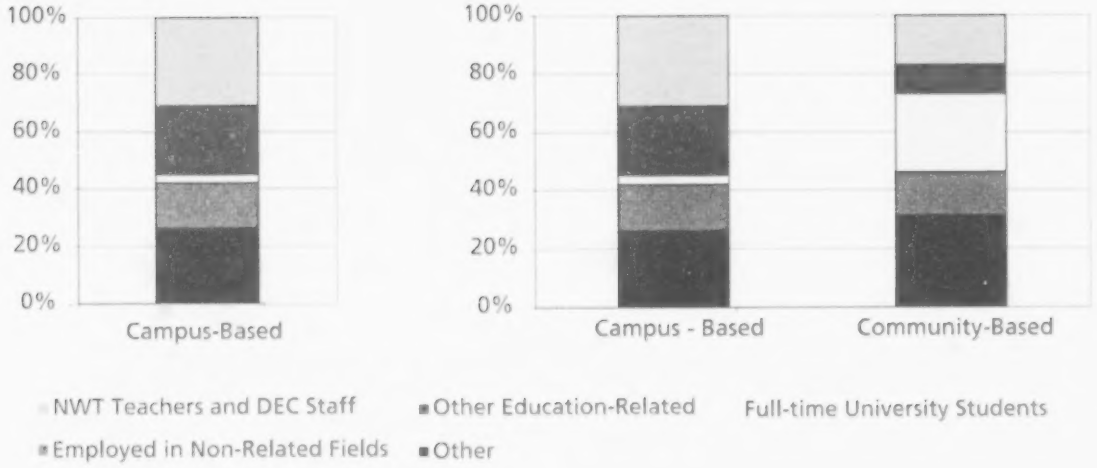
Between 1990 and 1999 a Community-Based Teacher Education Program (CTEP) model was introduced in order to increase the accessibility of the program. CTEPs were delivered through a partnership between the Divisional Education Councils and the College, at locations where there was a large enough cohort of students, making it possible for people to complete their teacher education closer to home. Graduates of the early CTEPs were generally mature individuals who had extensive classroom experience as education assistants or Aboriginal language specialists and who represented the language and culture of the region. The campus-based program in Fort Smith continued to run concurrently with the CTEPs. In 1999, after each DEC had hosted at least one CTEP, the program made another transition to the three-campus delivery model in Inuvik, Yellowknife and Fort Smith.

From 1990 to 2002, there were 98 TEP graduates, 48 of whom graduated from a CTEP. In 2002-03, retention for CTEP graduates was 73%, including 31% teachers and DEC staff, 15% in other education-related employment, and 27% attending university full-time. CTEP proved particularly effective for impacting education in a single community, or region, over a relatively short period of time. In contrast to students attending the campus-based program, CTEP students generally teach in their home community following graduation. CTEP also provided the DEA or DEC a unique opportunity to focus the program on local or regional priorities, such as strengthening the local language and culture. Of the 48 CTEP graduates, there were 25 Dene, 9 Metis, 12 Inuvialuit and 2 non-Aboriginal or unidentified.

Over the same period, 50 teachers graduated from the campus-based program in Fort Smith. The retention rate for these recent Fort Smith graduates is 68%, including 50% teachers and DEC staff, 16% in other education-related fields and 2% full-time university students. Campus-based programs provide an opportunity for students from across the NWT to work together. Additionally, the campus provides more staff and resources to support students throughout the program. Of the 50 teachers who graduated from the Fort Smith campus between 1990 and 2002, there were 23 Dene, 6 Metis, 4 Inuvialuit and 17 non-Aboriginial or unidentified.

Aurora College continues to play a critical role in teacher education, currently delivering the Diploma program at the three regional campuses in Fort Smith, Inuvik and Yellowknife. The college regularly reviews program design and delivery in order to ensure high standards. In 1998, the Diploma program was extended from two to three years, providing for higher academic exit levels. The majority of diploma graduates now continue on to complete their degree before beginning their teaching career. A review of the program in 2002 resulted in a report, *Stream to River: Strong Current Teacher Education* that included recommendations for the expansion of the program to the four-year Bachelor of Education degree. The continuation of this program will result in an increase in the number of Aboriginal teachers, and contribute to the maintenance of a stable, representative teaching force.

Retention of ACTEP Graduates



Source:
Aurora College TEP Graduate Database

Notes:
1. Information is based on a small, independent database, updated annually by ECE Consultant, Teacher Training.

Employment Status of TEP Graduates in the School Year 2002

Year of Graduation	1969 to 1989		1990 to 2000			
	Campus		Campus		Community Based	
Category	Actual	Percent	Actual	Percent	Actual	Percent
NWT Teachers and DEC Staff	26	26%	25	50%	15	31%
Other Education-Related Professionals	16	16%	8	16%	7	15%
Full-Time University Students	3	3%	1	2%	13	27%
Total Retained	**45**	**45%**	**34**	**68%**	**35**	**73%**
Employed in Non-related Fields	24	24%	7	14%	5	10%
Other	31	31%	9	18%	8	17%
Total Graduates (198)	100		50		48	

13 Educators – *Certification of Principals*

65% of NWT Principals have completed the NWT Educational Leadership Program.

In 1986, the Ontario Institute for Studies in Education (OISE) designed and delivered the first NWT Principal Certification Program in Toronto. Beginning in 1990, the program moved to the Northwest Territories and has since been delivered each summer in different locations in Nunavut and in the NWT. In July 1999, it was renamed the NWT Educational Leadership Program and co-presented by Nunavut and Northwest Territories Department of Education. While principals are required to take the program for certification, others are attracted by the opportunity to develop more general leadership skills. Between 1990 and 2002, 362 people have taken part in the program, including 178 who completed requirements for principal certification.

The *Education Act* (1996) requires all principals to be certified and to complete the training within 2 years of their appointment. This is a change from prior legislation, which only mandated certification for principals of schools with more than 100 students. The Act also requires principals to re-certify every five years by participating in a minimum of 40 hours of professional development in the area of educational administration, in addition to meeting requirements for teacher re-certification.

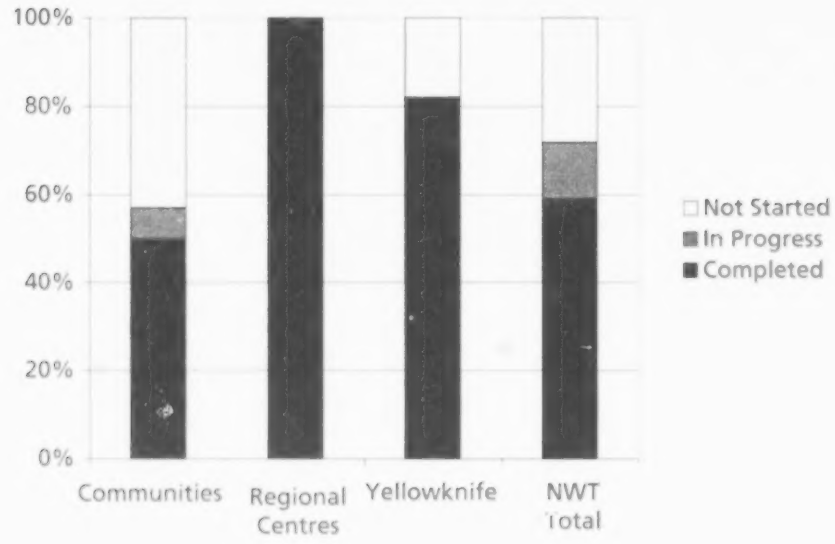
Although participation in the program continues to increase, a high rate of principal turnover means that there is a continuing need to offer certification. Of the 178 educators who received certificates, 32 were employed as NWT principals in the 2002-03 school year. This represents almost two thirds (65%) of the total 49 principals. Another 4% were working towards attaining certification, and 31% had not yet begun the certification process.

In communities, 50% of principals were certified in 2002-03, compared to 40% in 2000-01. The communities have the highest level of uncertified principals (50%). Most schools with less than 100 students are in the communities, which experience a higher rate of principal turnover, and their replacements may be hired before they have begun the program. One way of moderating the effect of principal turnover is to support more Aboriginal teachers to complete certification and take on the leadership role in the school in their home community.

Compared to communities, the regional centres and Yellowknife have larger schools and a lower rate of turnover among principals. This stability corresponds to a higher percentage of certified principals in the regional centres (100%) and in Yellowknife schools (82%).

The NWT Educational Leadership Program continues to evolve. Aboriginal and other Northern educators have become part of the development team, and play an integral role in program development and delivery. The opportunity for Northern educators to connect and share ideas about unique Northern issues is possibly the most valuable aspect of this training. The program will continue to prepare individuals for leadership roles in the Northwest Territories.

Certification of Principals



Certification Status of NWT Principals, 2002-03

	Completed	In Progress	Not Started	Total
Communities	15	2	13	30
	50%	7%	43%	
Regional Centres	8	0	0	8
	100%	0%	0%	
Yellowknife	9	0	2	11
	82%	0%	18%	
NWT Total	32	2	15	49
	65%	14%	31%	

Source:
Case Management Administration System (CMAS)

Notes:
1. Ratio is based on the number of certified principals as a proportion of all NWT principals.
2. "Completed" includes principals who have successfully completed two classroom components (Phase I & II) as well as both practicums.
3. "In progress" includes principals who have started the program but have yet to complete one or more of the required components.

14 Funding for Teachers – *Pupil Teacher Ratio*

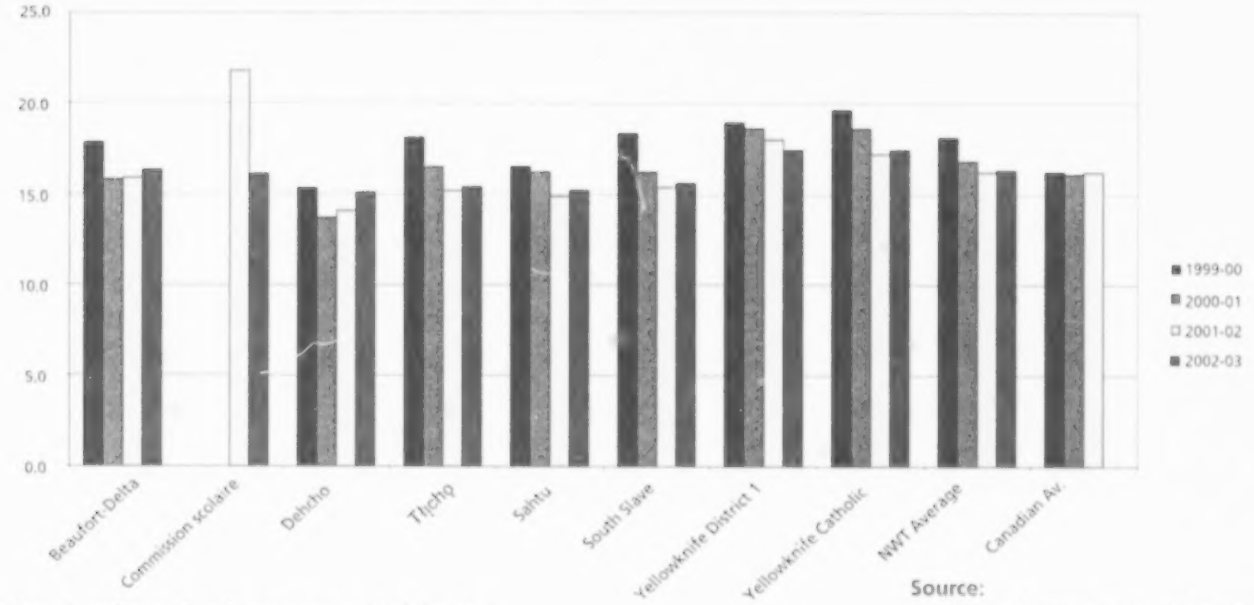
The Department is getting closer to achieving its goal of providing funding to allow for a 16:1 PTR.

The Pupil Teacher Ratio (PTR) is a consistent measure used by all provinces and territories in Canada to measure and compare resource allocations for K to 12 school programs. In the NWT, the PTR is determined by dividing the total number of Full Time Equivalent (FTE) students in the NWT, by the total number of teachers the Department funds in all schools. Regular classroom teachers, principals, assistant principals and program support teachers are counted in the PTR. Aboriginal Language Specialists, education assistants and school-community counselors are not counted in the PTR.

In 1999-00, a national study determined that the average pupil teacher ratio in the NWT was 18.1 to 1. The Canadian average was 16 to 1. On January 22, 2000, in a Memorandum of Agreement with the NWT Teachers' Association, the GNWT agreed to table legislation that would achieve an average NWT PTR of 16 to 1 by 2003-04. On March 31, 2000, the Legislative Assembly amended the *Education Act*, calling for an incremental reduction in the overall territorial PTR over 4 years. In 2002/03, the Department funded boards to achieve an average PTR of 16.3 to 1 which brought the NWT close to the 1999-00 Canadian average.

A funding allocation formula is used to determine the amount the Department contributes to each board. Schools are funded on the principle that all students should have equitable access to education. Elementary and high schools of the same size are funded for the same number of teachers. Small schools require proportionately more funding for teachers and may have lower PTR than larger schools to deliver the same school program. For example, offering senior high programs in small communities requires that they be staffed with a minimum number of qualified teachers. Because of the small number of students, this can result in smaller class sizes. This effect is most apparent in the Dehcho, where the PTR is 15.1.

Pupil Teacher Ratio



Full-time Equalivent Students per Funded Teacher

	1999-00	2000-01	2001-02	2002-03
Beaufort-Delta	17.8	15.8	15.9	16.3
Commission scolaire			21.8	16.1
Dehcho	15.3	13.7	14.1	15.1
Thchǫ	18.1	16.5	15.2	15.4
Sahtu	16.5	16.2	14.9	15.2
South Slave	18.3	16.2	15.4	15.6
Yellowknife District 1	18.9	18.6	18.0	17.4
Yellowknife Catholic	19.6	18.6	17.2	17.4
NWT Average	18.1	16.8	16.2	16.3
Canadian Av.	16.2	16.1	16.2	N/A

Source:

School Contributions and Enrolment Data – Management Services

Notes:

1. FTE as defined in the School Funding Formula.
2. Teachers include regular classroom teachers, principals, assistant principals and program support teachers. Aboriginal Language/Cultural Specialists, teaching assistants and school community counselors are not counted as part of the PTR.
3. The amount for the Commission scolaire includes Federal Funding contributions.

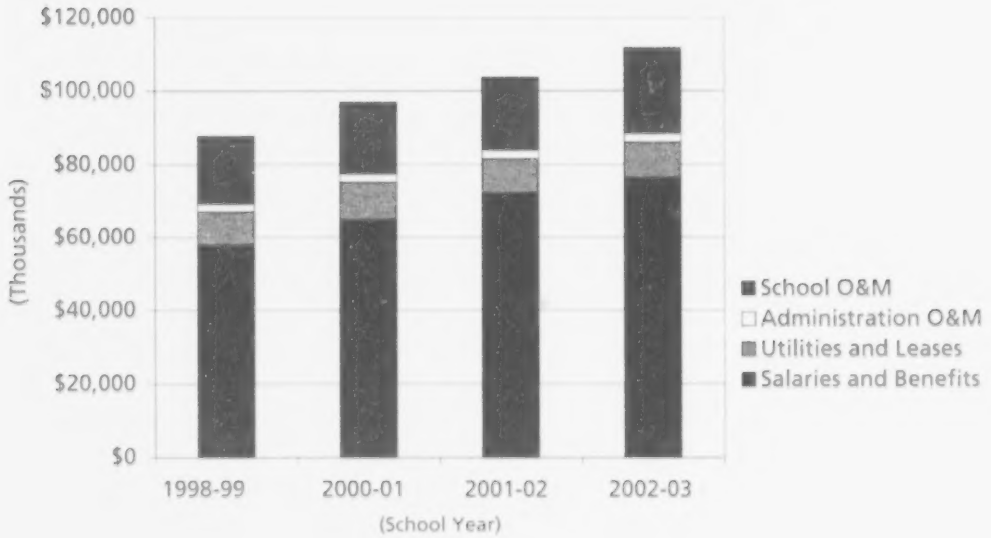
15 Expenditures on Education – *Total Operating Contributions*

Funding for total operating contributions increased by $14.6 Million in 2 years.

In 2002-03, the total operations and maintenance (O&M) contributions to jurisdictions, including GNWT and local taxes, were an estimated $111.4 million. Total contributions were distributed as follows: $76.3 million (68%) for salaries and benefits, $9.6 million (9%) for utilities and leases and $25.5 (23%) for O&M. Contributions for O&M include $2.4 million (2%) for administration and $23.1 million (21%) for schools. Administration O&M includes DEC/DEA trustee costs such as travel, but does not include the Department of Education, Culture and Employment's expenses. School O&M includes items such as materials, resources, grade extensions, and student transportation.

While the distribution of funds remains similar, total contributions have increased from 2001 by $14.6 million. This includes an additional $10.8 million in salaries and benefits, $.1 million in administration O&M and $3.7 million in school O&M. There was no change in utilities and leases. The 1% increase in school O&M reflects forced growth.

Total Operating Contributions



Total Operating Contributions (Thousands)

	1998-99	2000-01	2001-02	2002-03
Salaries and Benefits	57,800	65,500	72,100	76,300
	66%	68%	70%	68%
Utilities and Leases	9,100	9,600	9,400	9,600
	10%	10%	9%	9%
Administration O&M	2,300	2,300	2,400	2,400
	3%	2%	2%	2%
School O&M	18,400	19,400	19,700	23,100
	21%	20%	19%	21%
Total	87,600	96,800	103,600	111,400

Source:
School Contributions – Management Services

Notes:
1. School year, July – June contributions to boards.
2. Contributions to the Yellowknife School Districts have been calculated at 100% of the Department's funding

16 Expenditures on Education – *K to 12 Facilities*

Since 1999, the emphasis in project planning has been on renovating or replacing existing space.

This indicator represents a "snapshot" of capital expenditures over a 5-year period. Capital projects take an average of five years to complete, from the initial planning stage through designing and final construction. Since costs increase significantly at each successive phase of a project, money spent over a short period of time does not adequately reflect trends in capital expenditures. The Department will continue to track data in order to formulate a comprehensive analysis of capital spending.

Historically, the school-aged population in the NWT grew steadily, and subsequently additional space was required to accommodate an increasing number of students. Most available capital was needed for expanding existing schools and for constructing new facilities to keep up with this forced growth. But this is no longer the case. By 1999, school enrolments had levelled off. Since then, the emphasis in project planning has been on renovating or replacing existing space.

From 1999 to 2003, the Government of the Northwest Territories spent $38 million in capital expenditures, an average of over $7.6 million each year. During this 5-year period, the greatest proportion 43% was spent on schools in communities, 23% in regional centres and 34% in Yellowknife.

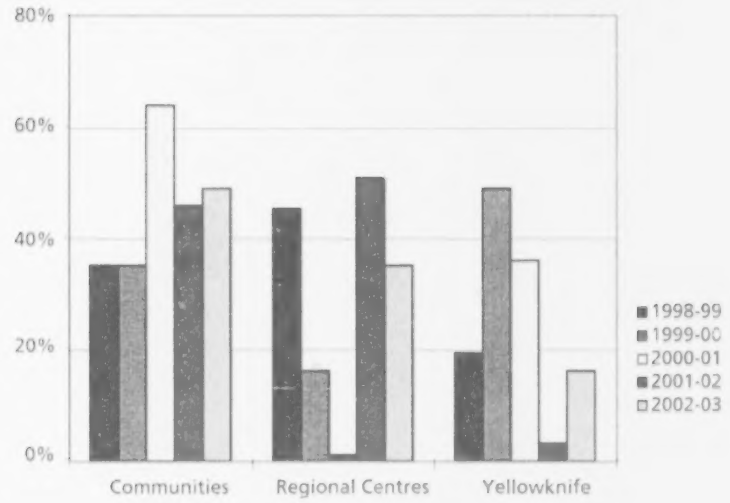
Communities received $16.3 million to meet capital needs over the past 5 years, including additions to schools in Aklavik, Fort Liard, Holman and WhaTi. Population growth in communities was moderate during this period, and in general no new space was required for elementary classrooms. However, the implementation of grade extensions in small communities resulted in significant increases in student enrolments at the senior secondary level. Not only were additional classrooms needed to accommodate growing numbers of students in Grades 10 to 12, but specialized facilities such as science labs, career and technology suites, and gymnasiums were also required for program delivery. The majority of grade extensions were implemented prior to 1999, and capital expenditures for communities have correspondingly decreased.

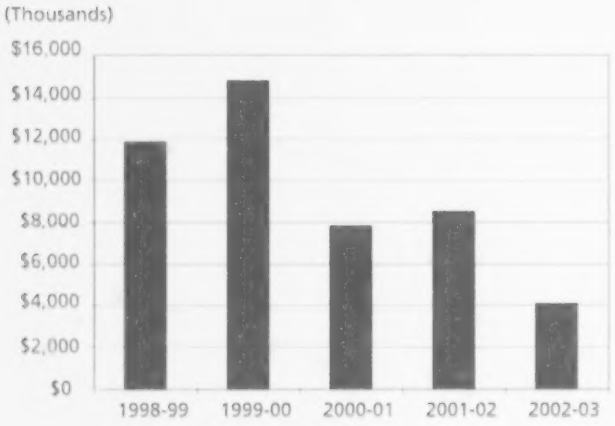
Regional centres were allocated $8.6 million for capital expenditures over 5 years. No new construction was required during this period, as the total population remained stable and the number of students attending grades 10 to 12 in regional centres decreased as a result of grade extensions in smaller communities. Although there is sufficient space to accommodate the total number of students, many buildings are aging. Expenditures in 1999 to 2002 were primarily for renovations to P.W. Kaeser High School in Fort Smith and Princess Alexandra School in Hay River.

Yellowknife received $11 million for capital expenditures during the same period. Expenditures in this period reflect design and construction dollars for renovations to Sir John Franklin High School, and the start of a major renovation to Mildred Hall School.

The primary focus will continue to be the replacement or renovation of existing facilities.

Capital Expenditures: K to 12 Facilities





Capital Expenditures: K to 12 Facilities (Thousands)

	Communities	Regional Centres	Yellowknife	NWT Total
1998-99	4,214	5,450	2,329	11,993
	35%	45%	19%	
1999-00	5,261	2,410	7,318	14,989
	35%	16%	49%	
2000-01	5,016	43	2,814	7,873
	64%	1%	36%	
2001-02	3,958	4,366	243	8,567
	46%	51%	3%	
2002-03	1,993	1,433	648	4,074
	49%	35%	16%	

Source:
Financial Information System
Statistics Canada

Notes:
1. Actual expenditures
(includes post-closing adjustments)

17 Expenditures on Education – *Per Student*

The NWT expenditure is 60% higher than the Canadian average cost of education per student.

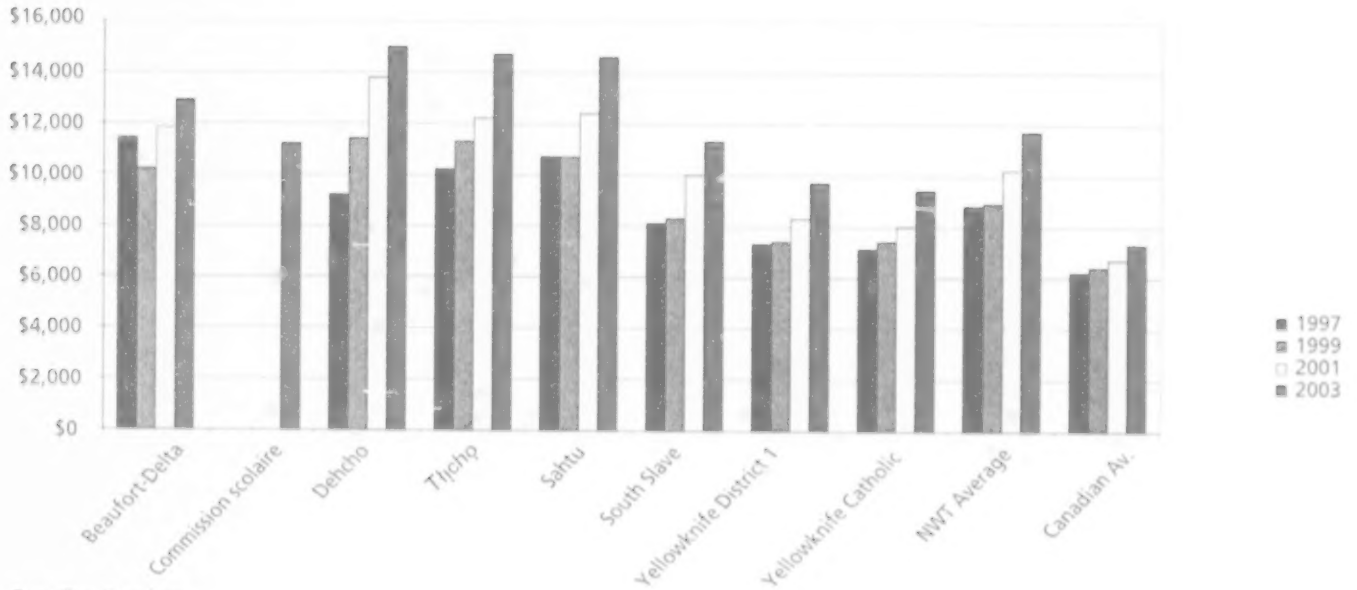
The average cost of educating a student in the NWT was approximately $11,700 in 2003. While annual fluctuations reflect the relatively small student population in the north, calculated over a 7-year period (1997 to 2003) the average cost is $10,100 per student. The NWT expenditure is about 60% higher than the average cost of education per Canadian student, which is approximately $7,300. Only Nunavut and the Yukon have higher per student expenditures. Some factors contributing to the high costs are vast distances and the isolation of communities, high costs of living for staff, high freight costs for supplies, and the costs related to travel.

Expenditures per student in the Beaufort-Delta, Dehcho, Tłı̨chǫ and Sahtu have remained consistently higher than the NWT average. In the Dehcho, Tłı̨chǫ and Sahtu regions, these higher costs reflect enrolments of less than 1,800. Variations in contribution figures, based on changing enrolments in these small regions, bring about fluctuations in expenditure per student from year to year. The average cost for the three smallest boards, calculated over a seven-year period (1997-2003) was approximately $12,600. The expenditure per student in the Beaufort-Delta is slightly lower ($11,800) than that of the smaller DECs, but here the high cost of education is due more to location than to the size of its schools.

In the South Slave, Yellowknife Education District No.1 Education Authority, and the Yellowknife Public Denominational Education Authority, expenditures per student have remained consistently lower than the NWT average. The average cost of educating a student in Yellowknife was $8,500 per year over the same 7-year reporting period. Although higher in comparison to Yellowknife, the South Slave also benefits from lower expenditures, averaging $9,700 per student over 7 years. Each of these three jurisdictions incurs lower per student expenditures due more to geographic location than to size.

In recent years (1999 through 2003) expenditures have increased annually across Canada by approximately $200 per student. By comparison, per student expenditures across the NWT increased an average of $600 from 1999 to 2003. Through changes to the *Education Act*, the Department has been legislated to reduce the average Pupil Teacher Ratio across the NWT to 16.0, and to increase funding for student support to 15% of total school contributions. These initiatives were implemented in 1999-2000 and will continue to be reflected in per student expenditures over the next few years.

Cost Per Student



Cost Per Student

	1997	1999	2001	2003
Beaufort-Delta	11,400	10,200	11,800	12,900
Commission scolaire	NA	NA	NA	11,200
Dehcho	9,200	11,400	13,800	15,000
Tłı̨chǫ	10,200	11,300	12,200	14,700
Sahtu	10,700	10,700	12,400	14,600
South Slave	8,100	8,300	10,000	11,300
Yellowknife District 1	7,300	7,400	8,300	9,700
Yellowknife Catholic	7,100	7,400	8,000	9,400
NWT Average	8,800	8,900	10,200	11,700
Canadian Av.	6,200	6,400	6,700	7,300

Source:

School Contributions and Enrolment Data – Management Services

Notes:

1. Yellowknife DEA amounts are shown at 100% of formula funding.

18 Expenditures on Education – *Designated Funding*

GNWT contributions for inclusive schooling increased 67% from 2000/01 to 2002/03.

The yearly Operating and Maintenance contributions received by Divisional Education Councils and District Education Authorities include contributions for Inclusive Schooling and Aboriginal Languages. In 2003, these totaled $15.2 million for inclusive schooling and $6.5 million for Aboriginal languages. Additionally, jurisdictions received Canadian Heritage Funding from the Government of Canada, including $565,000 for Aboriginal languages and $695,000 for French language.

Contributions for Inclusive Schooling increased 67% between 2000/01 and 2002/03. These additional funds resulted from a change in the Education Act, which legislated the Department to increase funding for student support services from 8.2% to 15% of total school contributions by April 1st, 2003/04. Inclusive schooling funding is designated to provide programs, resources and services to support the membership, participation and learning of all students in regular classrooms and other school activities.

Total contributions for Aboriginal languages in 2003 were about $7.1 million, including $6.5 million (92%) territorial funding and $0.6 million (8%) federal funding. In 2000-01, funding for Aboriginal Language Specialists and Education Assistants was moved from the category "Territorial Schools" to "Aboriginal Languages". Canadian Heritage funding for Aboriginal languages maintained an average of $525,000 over the past three years. Formula funding for Aboriginal languages is calculated on the number of Aboriginal students enrolled in a jurisdiction and allocated in addition to a fixed base sum. These funds enable jurisdictions to offer Aboriginal language programs and Cultural programs.

Under the Official Languages in Education Protocol (OLE), *the Agreement between Canada and the Northwest Territories governments for Minority-Language Education and Second-Language Instruction (2000-01 to 2002-03)* and the *Investment Measures for Quality Education in the Language of the Minority (Referred to as Special Measures) (2000-01 to 2003-04)* was signed on March 29th, 2001, and includes a three-year action plan period for the first part of the agreement and a four-year action plan period for the second part of the agreement. The agreement states that Canada will contribute $3,604,000 over the four years for additional costs incurred by the NWT to offer its residents French first-language education programs, French second-language (immersion) education programs and French second-language courses to majority-language students as well as the implementation of the francophone school governance in the Northwest Territories. The NWT's estimated contribution to offer all these programs for the duration of this agreement is $12,746,000.

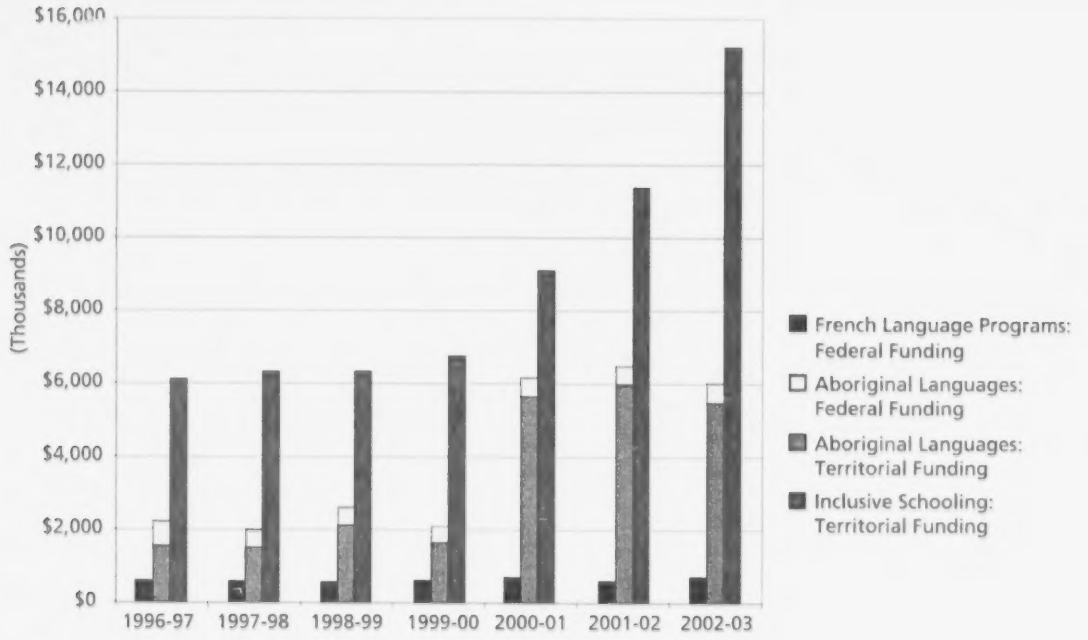
Source:

Territorial Funding: School Contributions – Management Services
ECE Contribution Agreements

Notes:

1. Territorial Funding: School year, July – June contributions to boards
2. Governance is not included.
3. Beginning in 2000, Aboriginal Language Specialists and Educational Assistants were counted in Aboriginal Language Category.

Designated Funding



Expenditures on Education - Designated Funding

Territorial Funding (Vote 1)

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Aboriginal Languages	1,530	1,493	2,110	1,642	5,635	5,944	6,538
Inclusive Schooling	6,093	6,303	6,305	6,739	9,079	11,355	15,197

Federal Funding (Vote 4)

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Aboriginal Languages	650	470	500	475	525	475	565
French Language Programs*	600	570	550	596	676	581	695

*Includes contributions to FFL & FSL Programs, excludes French Governnance (Staff & O&M).

19 Aboriginal Language Programs – *Participation*

48% of students enrolled in Kindergarten to Grade 9 participate in Aboriginal language programs.

NWT parents have an expectation that schools will celebrate and support the cultural heritage of Aboriginal children and young adults as well as enhance and maintain Aboriginal languages. They appreciate that this helps students develop greater pride in themselves and their heritage. The Department places strong emphasis on supporting communities to achieve their language, culture and heritage goals. Perhaps the greatest advance in this area has been the development of curricula (Dene Kede and Inuuqatigiit) and the Aboriginal Language and Culture-based Education directive, intended to broaden the understanding of the cultures of the NWT.

The majority of communities in the NWT offer Aboriginal language programs. Instructional time averages 120 minutes a week for second language programs (L2). The emphasis in language instruction is on oral traditions in the primary grades, but reading and writing are often introduced in grade 4 to 6. Overall, 48% of students enrolled in Kindergarten to Grade 9 participated in Aboriginal second language programs in 2002-03. Additionally, 12% of high school students were enrolled in an Aboriginal language credit course that year.

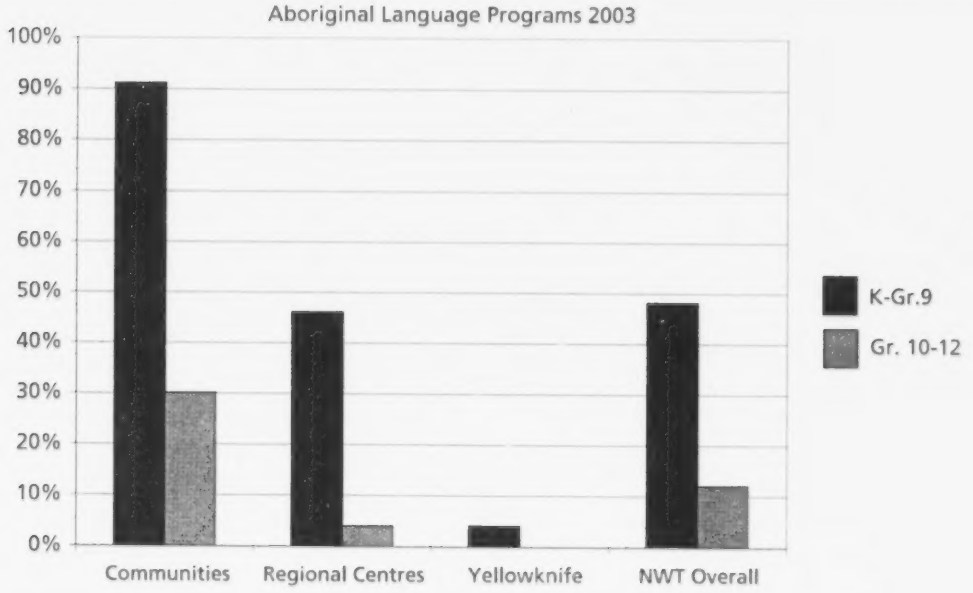
In communities, 91% of students from Kindergarten through Grade 9 participated in Aboriginal language programs. The number of high school students enrolled in credit courses in an Aboriginal language, in which they receive 200 minutes of instruction a week, has gone up from 19% in 2001 to 30% in 2003. Chief Jimmy Bruneau School in Rae-Edzo, and Chief T'Selihye School in Fort Good Hope offered locally developed credit courses in Tłı̨chǫ 10-20-30 and Slavey 10-20-30 respectively. Other communities reported that their Northern Studies program includes an Aboriginal language component. Where language courses are not offered at grade 10 to 12, students are able to challenge the credits.

Forty-six percent of students enrolled in Grades K to 9 in a regional centre participated in Aboriginal language programs in 2003. Every student has the option of enrolling in either an Aboriginal or French second language program, and a few are given the additional choice of taking English as a second language (ESL). Samuel Hearne Secondary School in Inuvik, offered locally developed credit courses in Inuvialuktun and Gwich'in 10-20-30 in 2003. Each regional centre has a diverse Aboriginal population, and schools are faced with the difficult task of deciding which language(s) to focus on in an academic year.

Yellowknife is a multilingual community that historically has placed greater emphasis on providing French language programs in their schools. Access to Aboriginal languages is currently limited to students attending K'alemi Dene School (K to Gr. 7) and Weledeh (Gr. 4 to 8), where the Aboriginal program parallels French. Neither high school delivered credit courses in Aboriginal languages in 2003. Aboriginal cultures are integrated into school programs through use of Dene Kede and Inuuqatigiit in elementary grades, and through components of Outdoor Education, Northern Studies, and CTS at Grades 10 to12.

Training and retention of staff plays a critical role in the delivery of Aboriginal language and cultural programs. Curricula, high quality resources, and adequate funding are needed to support program delivery. Systematic monitoring of programs is required to ensure quality of instruction. Parents, schools and communities need to work together to offer these supports to Aboriginal language programs.

Aboriginal Language Programs – Participation



Percent of Students Participating in Programs, 2002-03

	K - Gr. 9	Gr. 10 - 12
Communities	2663	253
	91%	30%
Regional Centres	871	22
	46%	4%
Yellowknife	122	0
	4%	0%
NWT Overall	3656	275
	48%	12%

Source:
Department of Education, Culture and Employment, GNWT

Notes:
1. Participation is based on the number of students enrolled in Aboriginal language programs or courses, as a percentage of the total number of students enrolled at those grade levels.
2. Based on programs offered in the 2002-03 academic year.

20 French Language Programs – *Participation*

Six communities in the NWT offer a range of programs and courses in French.

French is one of the Official Languages of the NWT. Six communities in the NWT offer a range of programs and courses in French. The federal government, through its Canadian Heritage Financial Assistance Program, funds all French language programs. French second language courses are offered most frequently, but French first language and immersion programs are available in some locations. In total, 3,523 students participated in French programs in 2003, representing 36% of all students enrolled in K to 12 schools in the NWT. That proportion is similar to participation in 2001.

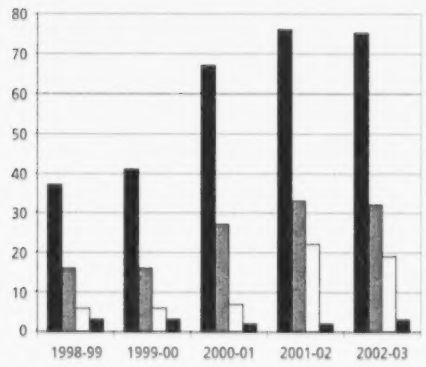
The majority (79%) of NWT students who are participating in French, are studying French as a second language (FSL) in elementary and secondary schools. This program is often referred to as the 'core French' program. FSL is available in Yellowknife, Fort Smith, Norman Wells, Inuvik, Hay River, and Fort Simpson. In some communities, students from Kindergarten to Grade 9 are given a choice of taking an Aboriginal or French second language. Approximately 2,800 students participated in FSL programs in 2001. Relatively few (6%) were enrolled in French second language programs in Grades 10 to 12, compared to Kindergarten to Grade 9. The decrease in participation at the high school level is likely because a second language is not required for graduation. On average, 60 hours of instructional time is devoted to FSL, but this ranges from 40 to 100 hours per year. Research and experience indicate that a minimum of 90 hours of instruction per year is necessary for effective learning to take place.

Another 17% of students who are participating in French are enrolled in immersion programs, which are only available in Yellowknife and Inuvik. There are two types of immersion programs: Early Immersion starts at Kindergarten or Grade 1 and continues through Grade 12, while Middle Immersion covers Grades 4 to 12. In 2001, there were 612 students enrolled in French immersion programs in Yellowknife and Inuvik. On average, students spend about 60% (600 hours) of their time in French, but this can vary from as much as 100% in Kindergarten or Grade 1, to about 40% in Grades 10 to 12.

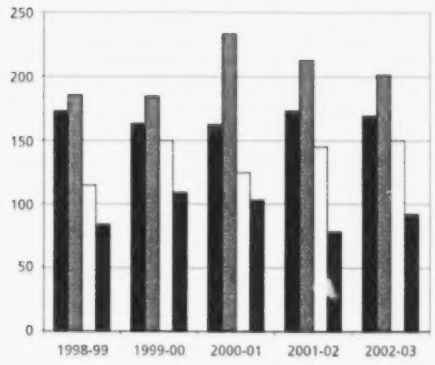
The remaining 4% of students are enrolled in French first language (FFL) programs. In these programs, the language of instruction for all subjects is French, except for English language arts, which is taught from Grade 4. Student eligibility for these programs is based on the right of French first language instruction as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. FFL programs have been offered in Yellowknife since 1989, and in Hay River beginning 1999. A total of 129 students, in two locations, participated in FFL programs in 2003. The numbers remain small, and fluctuations reflect mobility of the total francophone population.

Teacher recruitment and retention plays a critical role in the delivery of French language and cultural programs. Finding bilingual teachers and classroom assistants who are willing to teach in the North, and particularly in smaller communities, can prove to be difficult. On-going program and staff development is needed to support existing staff in order to have more widespread and effective French language instruction. The Official Languages in Education Protocol, effective 1999 through 2003, contributed to greater continuity of programming from one year to the next.

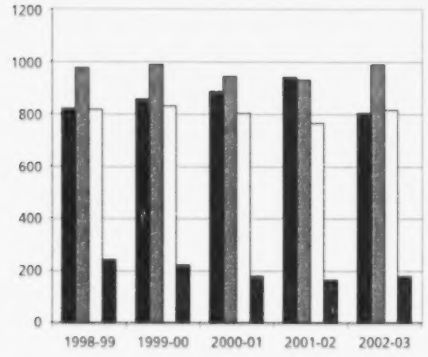
Participation by Program Type



French First Language



French Immersion



French Second Language

Source:
Department of Education, Culture and Employment, GNWT

Notes:
1. Participation is based on the actual number of students registered in a French second language course, or enrolled in a French first language or immersion program.
2. Based on programs offered in the 2002-03 academic year.

	French First Language					French Immersion					French Second Language				
	1998-99	1999-00	2000-01	2001-02	2002-03	1998-99	1999-00	2000-01	2001-02	2002-03	1998-99	1999-00	2000-01	2001-02	2002-03
K to Gr.3	37	41	67	76	75	173	163	162	173	169	820	855	884	939	803
Gr. 4 to 6	16	16	27	33	32	185	184	233	212	201	975	986	942	928	987
Gr. 7 to 9	6	6	7	22	19	115	150	125	145	150	817	830	803	766	814
Gr. 10 to 12	3	3	2	2	3	84	109	103	78	92	241	221	180	163	178
Total	62	66	103	133	129	557	606	623	608	612	2853	2892	2809	2796	2782

21 Computers and Learning – *School Readiness*

NWT second nationally in student access to computers.

In 2003, school principals completed an ICT (Information & Communication Technology) survey conducted by Statistics Canada. Across Canada the ratio of students per computer ranged from just under 6 students per computer in Quebec to just under 3 students per computer in the Yukon. The NWT ranked second nationally at 3.5 students per computer.

The NWT also ranked second in the ratio of students to computers that are connected to the Internet at 3.9 students per computer. However, some of the schools in the NWT suffer from poor or unreliable Internet connections that effect efficient use of this learning resource. The GNWT has identified this concern and steps are being taken to improve school access to reliable Internet connections.

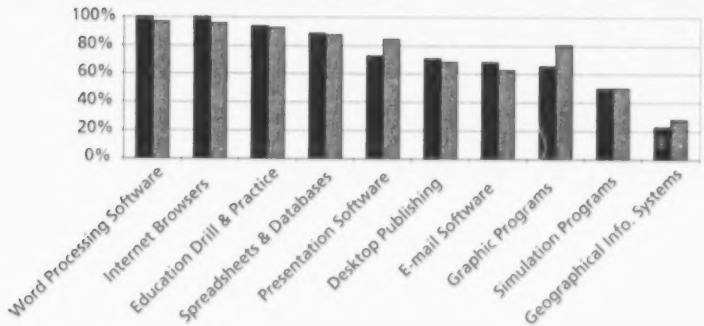
NWT schools compare favourably to the rest of the country in terms of providing students with access to computers both during school hours and during off hours (during lunch and after school). Northern schools often act as a community access point for the Internet and thus provide significantly more off-hour access than the national average.

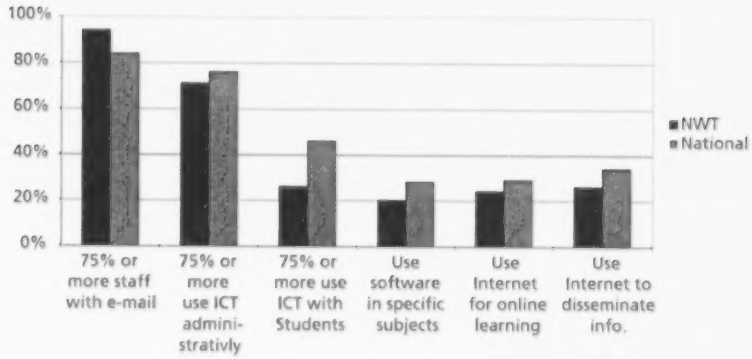
The five most common software applications available to students are: word processing, Internet browsers, educational drill and practice programs, spreadsheets and databases, and presentation software. The challenge facing educators is to integrate ICT use to support curricular goals. Across Canada, just over 50% of principals felt that the majority of teachers had the skills to use ICT effectively. In the NWT, that number is considerably less, only 25% of the principals were confident that 75% of their staff had the skills to effectively engage students using ICT.

Most teachers use ICT for administrative purposes such as recording attendance, writing report cards, and planning lessons. E-mail services are provided for teachers throughout the north. The FirstClass Learnnet system supports the schools and school boards with centralized mail servers in Yellowknife and regional servers "gated" to the main mail servers in Yellowknife. This provides a communication network between educational staff in all regions and the Department.

On the national scene, two-thirds of principals felt that financial resources for ICT were a significant concern. NWT respondents were slightly less concerned in this area. This may be due in part to the NWT student to computer ratio being better than the national average. It may also be due to a need to address teacher skill level so that the ICT is being used to effectively support student learning.

School Readiness





Available Bandwidths for Communities

Student ICT Use	NWT	National
Word Processing Software	100%	97%
Internet Browsers	100%	96%
Education Drill & Practice	94%	93%
Spreadsheets & Databases	89%	88%
Presentation Software	73%	85%
Desktop Publishing	71%	69%
E-mail Software	69%	63%
Graphic Programs	66%	81%
Simulation Programs	50%	50%
Geographical Info. Systems	23%	28%

Source:

Department of Education, Culture and Employment, GNWT
ICT (Information & Communication Technologies) Survey 2003 Summary Report

Teacher ICT Use	NWT	National
75% or more staff with e-mail	94%	84%
75% or more use ICT administratively	71%	76%
75% or more use ICT with students	26%	46%
Use software in specific subjects	20%	28%
Use Internet for online learning	24%	29%
Use Internet to disseminate info.	26%	34%

22 Senior Secondary Schooling – *Participation in Online Learning*

Online courses are one way for students to access required courses for graduation.

The NWT has a far greater percentage of schools with students participating in online learning than the national average. The isolation of NWT students means that online learning provides a cost effective way to extend learning possibilities. In terms of online learning the NWT greatly exceeds the national average with 42% of NWT schools participating in online courses, while nationally the number was 14%.

Over the past decade, the Department's mandate was to provide access for all NWT students to senior secondary grades in their home community. This initiative was successfully completed by 1999. The challenge now is to provide students in all communities, and in particular to those with small high schools, equitable access to a range of quality programs. Online courses are one method of delivery for motivated students that wish to be part of a non-traditional, interactive community. They are ideal for communities where the small number of students in regular classrooms, restricts the number of courses that can be offered through traditional delivery methods.

The Northwest Territories, through a partnership with Chinook College in Calgary, offered an introductory course to online learning for the first time in 2000-01. During this pilot year, seventy five NWT teachers completed the online facilitators' training sessions, enabling courses to be taught in their schools. That year, one hundred and ninety-six students registered in "Information Highways". Close to three-quarters (71%) of students who registered, successfully completed this five week compulsory introductory course and were eligible to enroll in core courses. There were 34 online core courses available in 2001; today there is a comprehensive selection of courses available to students.

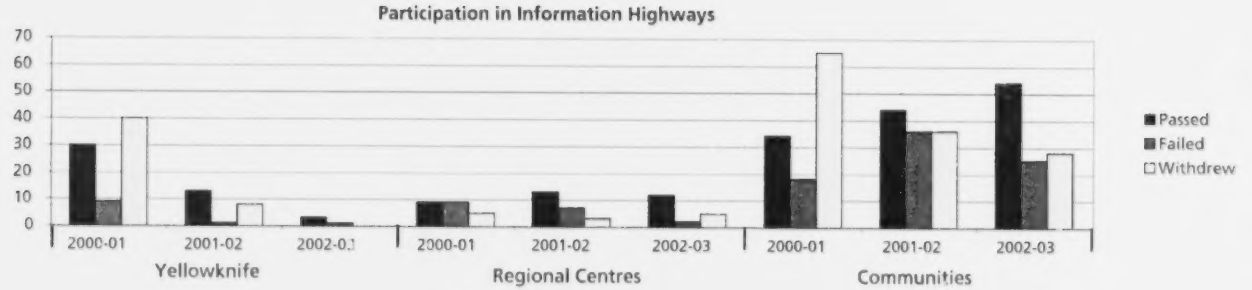
Internet access to Yellowknife, regional centers and many communities has enough bandwidth to allow students to access online courses with ease. Some of the more remote communities continue to experience unstable connections to the Internet and insufficient bandwidth to allow students to download files at a reasonable rate for them to consider taking courses online. In those more remote communities, students could still access traditional correspondence courses or attend regional high schools.

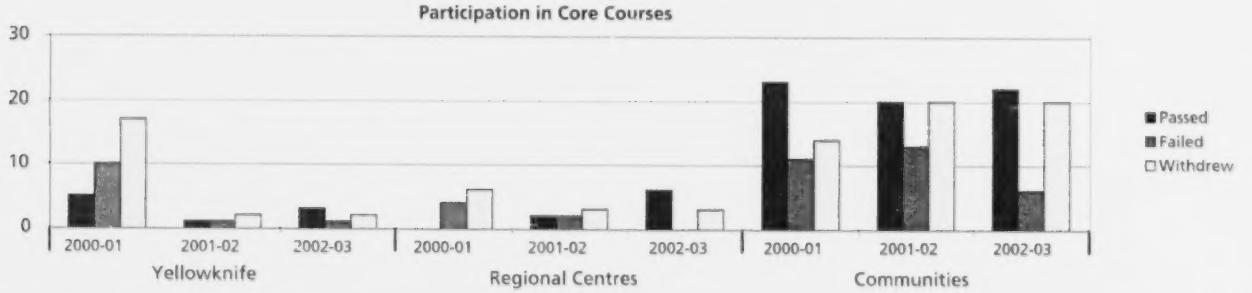
Community schools have fewer course options therefore; online learning appeals to teachers who want to offer more choices to small numbers of students. As a result, registration rates are highest in communities. One hundred and seven students in small community high schools registered in Information Highways in 2002-03. Because of staff inexperience, some students were registered who should not have been and subsequently dropped out because of course difficulties. Fifty-four of those students (51%) successfully completed Information Highways. Twenty-two students (46%) went on to successfully complete core courses.

Larger schools have the resources to offer most courses in-house. Registration rates were therefore lower in Yellowknife and in the regional centres. In 2002-03 only six students in Yellowknife registered in Information Highways with three passing the course. Nine students in the Regional centres registered with six successfully passing the course. Six Yellowknife students enrolled in core courses for credit with three successfully passing their courses. In the regional centres nine students registered in core courses with six passing their courses.

Online learning provides access to secondary courses for all communities. It is a cost-effective method of course delivery, and its success rate is five times greater than correspondence courses. Still, online courses are considered to be more difficult than classroom courses and require dedication from the student coupled with professional support from the school. It is recommended that all students wishing to take online core courses must have achieved a grade of 70% in Information Highways and a grade average of 60%. Students with low reading skills, challenged dedication and a need to spend more than the standard 25 hours per credit should not be selected by the school to undertake online courses.

Participation in Online Learning





Participation in Information Highways (Gateway Course to Online Learning)

	Yellowknife			Regional Centres			Communities		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Passed	30	13	3	9	13	12	34	44	54
Failed	9	1	1	9	7	2	18	36	25
Withdrew	40	8	0	5	3	5	65	36	28

Participation in Core Course

	Yellowknife			Regional Centres			Communities		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Passed	5	1	3	0	2	6	23	20	22
Failed	10	1	1	4	2	0	11	13	6
Withdrew	17	2	2	6	3	3	14	20	20

Source:
Department of Education, Culture and Employment, GNWT
Alberta Distance Education

Notes:
1. Completion rate is based on the number of students who successfully completed the introductory course, as a proportion of the total students registered in that course.

23 Senior Secondary Schooling – *Participation in Grades 10 to 12*

Sixty-seven percent of the overall population aged 15 to 19 years participated in high school programs.

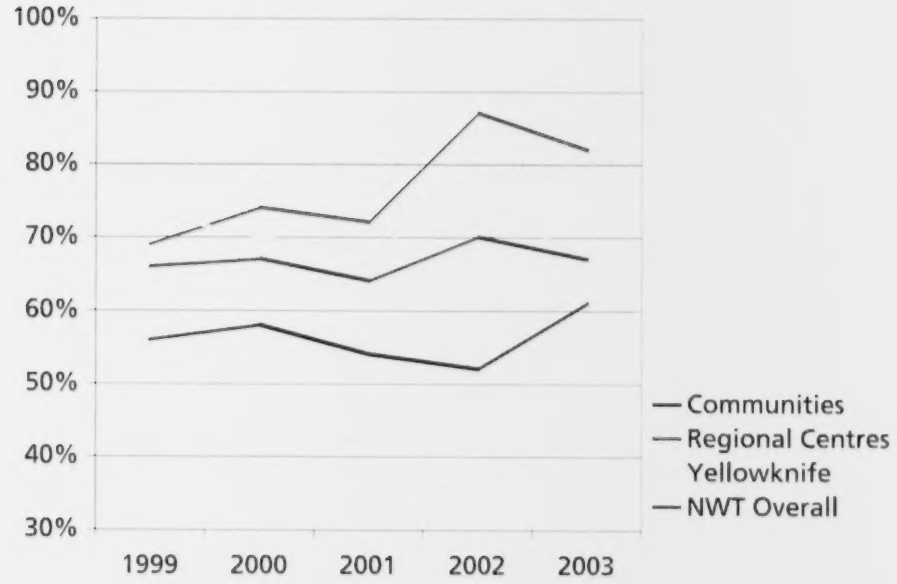
In 1993, Cabinet approved the Senior Secondary Policy to allow a maximum number of communities to access small schools funding for grade extensions. By 1999, this change in legislation resulted in 98% of NWT students having access to Grade 10 in their home community, 96% with access to Grade 11, and 92% with access to Grade 12. By comparison, a decade earlier only 73% of students had access to Kindergarten through Grade 12 in their home community.

With implementation of grade extensions complete, attention is now shifting towards measurement of the successes and challenges of high schools in all communities responding to a range of student needs, interests and abilities. Student participation rates are early indicators of that success. When young people can access relevant and appropriate programs in their home community, they are more likely to stay in school longer, or to return to school if they left before completion. These students then have the opportunity to attain higher levels of education and increase the likelihood of achieving their Grade 12 Graduation Diploma.

The largest increase in participation rates was for students in regional centres. Participation rates in regional centres increased from 70% to over 80% during the 5-year period beginning 1999 through 2003. The proportion of 15 to 19-year-olds registered in courses in small community high schools increased from 56% in 1999 to 61% in 2003. This increase was largely a result of implementation of grade extensions. Participation rates in Yellowknife have decreased from 73% in 1999 to 66% in 2003. Ideally, participation rates for all community types should be about 80% of the overall population aged 15 to 19 years. As more students in school take full course loads, and achieve more credits per year, 20% of that population (the 19-year-olds) should already have graduated.

Education authorities will continue to support students to stay in school until they graduate, or otherwise complete their career and program plans. Authorities will search for creative solutions to the challenges of providing a range of high school programs in all schools. They will recruit teachers with a range of teaching abilities, and new partnerships will be formed with outside agencies to support youth and adults in the community to access a range of programs and to develop knowledge and skills in specialty areas. Computer technology and online learning have tremendous potential to support senior secondary programs. As online learning and other partnerships become more established, all communities will realize the full capacity for schools to offer quality programs to students with a range of interests and goals.

Participation in Grades 10 to 12



Participation in Grades 10 to 12

	1999	2000	2001	2002	2003
Communities	634	680	639	624	739
	56%	58%	54%	52%	61%
Regional Centres	522	570	552	649	582
	69%	74%	72%	87%	82%
Yellowknife	920	886	862	1017	929
	73%	70%	68%	77%	66%
NWT Overall	2076	2136	2053	2290	2250
	66%	67%	64%	70%	67%

Source:

Case Management Administration System (CMAS)

Notes:

1. Participation rate is based on the total number of students 15 years of age and over, registered in one or more high school courses, as a percent of the overall population aged 15 to 19 years.
2. Excluded are students in grades 8 or 9 taking CTS courses and "banking" the credits. Excluded also are students enrolled at Aurora College or Private Studies, but not in an NWT high school.

24 Student Support – *Students Needing Supports and Students Receiving the Supports Required*

Teachers need support to meet the diversity of student needs.

Inclusive schooling is mandatory within the Northwest Territories school system, and ensures equal access for all students to educational programs offered in regular classroom settings. Many factors, some of which come from the community, the school, or the home, impact on the range of student strengths and needs within the classroom. Most students need additional encouragement and support from time to time. Some children have learning challenges, developmental delays or disabilities that require one or more support services, on an ongoing basis, to help them learn.

The Student Support Needs Assessment (2000) was designed to examine the extent of the need for student support and the degree to which this need is currently being met. Through a classroom profile, teachers had the opportunity to indicate the number of students needing one or more supports, and the proportion of those students receiving the level of support required. Of the 9,619 students for whom data were collected, 61% of them were receiving some type and level of support. One-quarter (25%) of all students received one support, 15% received two supports, while three or more supports were provided to 21% of students.

Teachers reported that of the 3,734 students currently receiving no extra supports 1,145 or approximately one-third of them (31%) require some support. If these students had been receiving the support teachers indicated they needed, the proportion of the student population receiving some level of support would rise to 73%.

Even among those students receiving some support, the need for additional services existed. The greatest disparity between student needs, and services provided, were for students identified as needing only one support. It is likely that limited resources for student support services are allocated first to students whose needs are the greatest – those requiring three or more supports. In Yellowknife, only 63% of students identified as requiring three or more services received that level of support. Here, it is most likely that the demand for services outweighs availability of service providers.

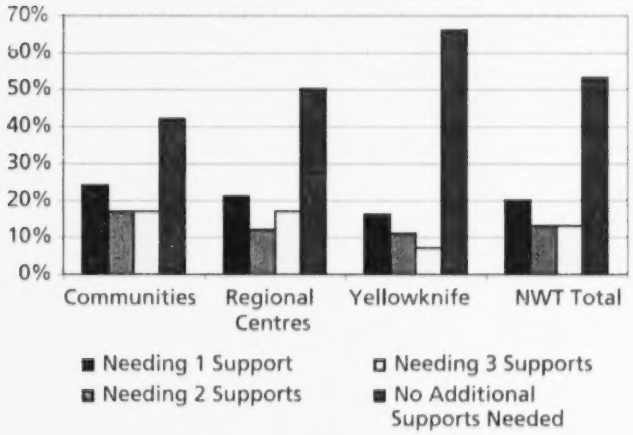
Source:

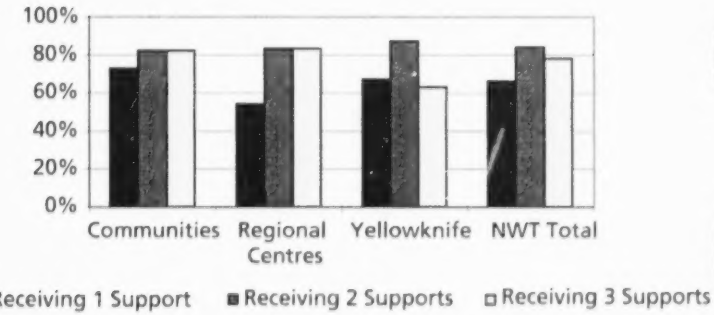
GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Notes:

1. Percent of students needing support is based on the number of students reported by teachers as needing 1, 2 or 3 supports as a proportion of the total number of students enrolled in K to 12.
2. Percent of students receiving the level of support required is based on the total number of students receiving 1, 2 or 3 supports as a proportion of those identified as needing 1, 2 or 3 supports.

Students Needing Supports and Students Receiving the Level of Support Required





Number of Students Needing Support

	Needing 1 Support	Needing 2 Supports	Needing 3 Supports	No Additional Supports Needed
Communities	821	560	575	1404
	24%	17%	17%	42%
Regional Centres	507	299	419	1248
	21%	12%	17%	50%
Yellowknife	619	420	267	2482
	16%	11%	7%	66%
NWT Total	1947	1279	1261	5133
	20%	13%	13%	53%

Number of Students Receiving the Level of Support Required

	Receiving 1 Support	Receiving 2 Supports	Receiving 3 Supports
Communities	596	458	469
	73%	82%	82%
Regional Centres	272	247	346
	54%	83%	83%
Yellowknife	415	365	167
	67%	87%	63%
NWT Total	1282	1069	982
	66%	84%	78%

25 Student Support: *Specific Supports Required and Received by Students*

A wide range of support services is offered in schools.

Not only is there a large segment (61%) of the student population receiving some form of support, a wide range of support services is offered in schools. The Student Support Needs Assessment (2000) examined some of the same categories of support services as were identified in 1993. However, the earlier study included Nunavut students and therefore the current results are being reported as baseline data.

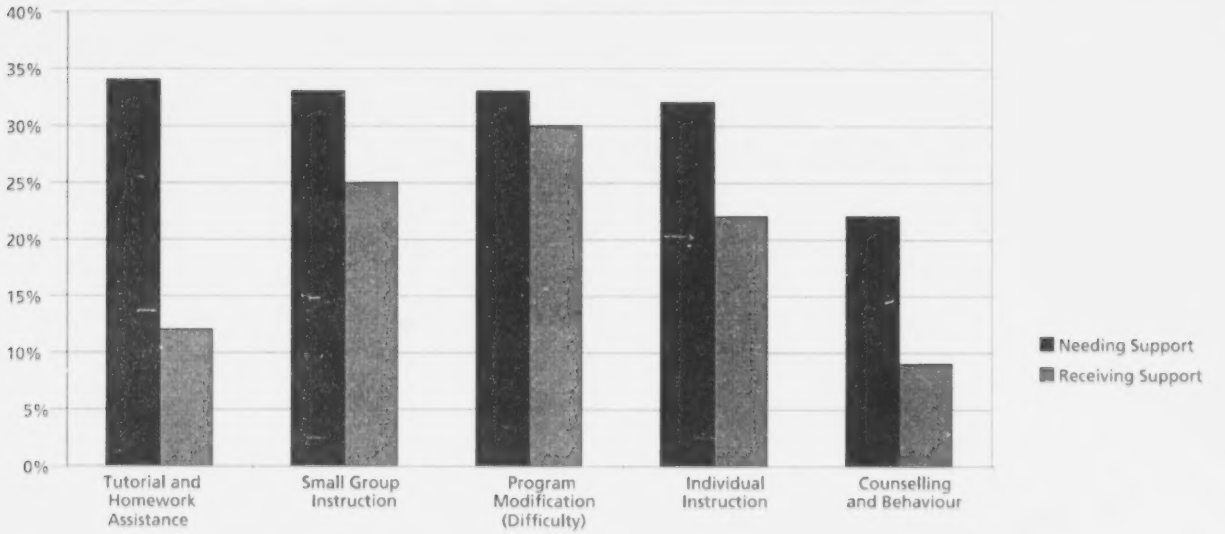
In 2000, the highest proportion of students requiring support was identified as needing tutorial and homework assistance. Of the 9,619 students for whom data were collected, teachers reported that 34% required this support. At the same time, teachers reported that only 12% of all students received this support.

While the need for program modification and small group instruction are almost as great, students needing these supports are more likely to get the help they need. Thirty percent of students who are challenged by program difficulty receive support through program modification, compared to 33% who require program modifications. Students needing small group instruction don't fare quite as well – 25% receive this support compared to 33% reported as needing it. Another 32% of students need to be taught individually, but only about two of every three students requiring this level of instruction receive the support they need. Teachers also reported that 22% of students require counselling and behaviour intervention, but only 9% currently receive this support.

Fewer students have difficulties that require very specialized supports, including individual education plans, medical services, personal assistance and special equipment. For these students, access to specialized staff and facilities presents more of a barrier than does funding.

Additional funding legislated in 2000 to support inclusive schooling helps to ensure that more students receive the supports they need. Funding was increased from 8% of contributions in 2001 to 14% in 2002/03. As well, lower pupil teacher ratios allow teachers to provide all students more small group and individual instruction. But student support is not solely the responsibility of the school. Some supports, such as tutorial and homework assistance, may be provided both in the school and at home.

Specific Supports Required and Received by Student



Specific Supports Required and Received by Student

	Needing Support	Receiving Support
Tutorial and Homework Assistance	3,231	1,135
	34%	12%
Small Group Instruction	3,169	2,444
	33%	25%
Program Modification (Difficulty)	3,205	2,844
	33%	30%
Individual Instruction	3,098	2,164
	32%	22%
Counselling and Behaviour	2,123	879
	22%	9%

Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Notes:

1. The proportion of students requiring support includes those who are receiving the report and those needing but not currently receiving the support.

26 Student Support – *Adequacy and Effectiveness of Supports Provided*

A significant proportion of time, energy and resources is being devoted to students with behavioural issues.

Teachers reported not only on the supports being provided to students but also rated the degree to which the supports were adequate, and the effectiveness of the support. "Adequacy" referred to adequate support for students to show progress in their learning. "Effectiveness" of the supports was related to the amount of progress students were making as a result of the supports in place.

A total of 2,872 students (30% of the total student population) was identified as "requiring the most time, energy and resources to support". For many of these students, the learning problems they experience are a reflection of their readiness to learn. The problems are frequently associated with disruptive behaviour and have the potential for interfering with the learning of others. Approximately two-thirds (65%) are males, compared to 55% of the school population which is male. One fifth (584) of these students had attendance rates below 60%. This is coupled by a rate of suspension of 11%, in contrast to the 4% associated with the remainder of the population.

These students receive a greater number of supports to assist them in their learning. They reportedly require assessments at over three times the rate of other students. Eighty percent of students on Individual Education Plans (IEPs) were identified as belonging to this group. While 10% of students requiring the most time, energy and resources were on IEPs, the rate for all other students was 1%. A significant component of the time, energy and resources devoted to these students is directed at dealing with behavioural issues.

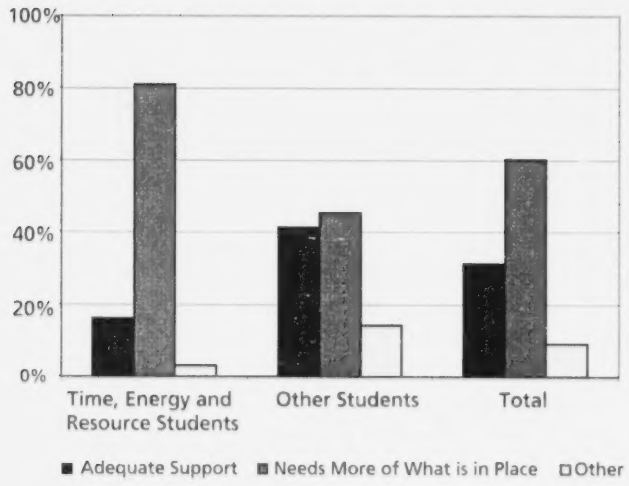
Teachers felt that despite the considerable proportion of support and services directed towards these students, over three-quarters of them still require additional supports. In addition, the support that was being offered was judged to be having at least some effect in only 53% of cases, compared to a rate of over two-thirds for other students.

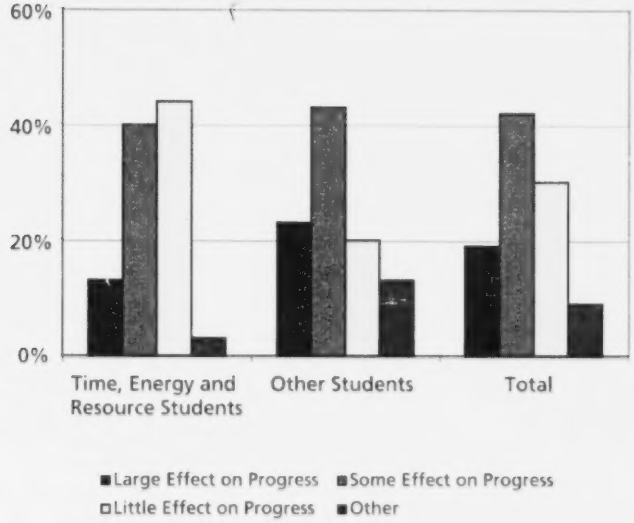
The Department has sponsored training to help schools develop an Effective Behaviour Supports (EBS) approach to discipline. EBS is a carefully designed systematic approach to increasing a school's capacity to provide behavioural support to all students. Currently, six of the eight NWT school jurisdictions have at least one school involved in the process of implementing EBS. Fourteen schools across the NWT are at varying stages of implementing EBS.

Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Adequacy and Effectiveness of Supports Provided





Adequacy of Support

	Adequate Support	Needs More of What is in Place	Other
Time, Energy and Resource Students	413	2023	73
	16%	81%	3%
Other Students	1383	1516	477
	41%	45%	14%
Total	1796	3539	550
	31%	60%	9%

Effectiveness of Support

	Large Effect on Progress	Some Effect on Progress	Little Effect on Progress	Other
Time, Energy and Resource Students	328	1007	1104	71
	13%	40%	44%	3%
Other Students	792	1461	674	448
	23%	43%	20%	13%
Total	1120	2468	1778	519
	19%	42%	30%	9%

27 Student Support – *Early Childhood Programs and Services*

Involvement of parents and community is an important factor in the success of programs.

Childcare services have made an important contribution to child development and family life for over a decade. Initially, the program emphasized childcare as a support to parents to access education or employment. More recently, early childhood programs and services integrate childcare, early childhood education, and parenting programs. The comprehensive early childhood learning system consists of all licensed programs and services located in a school, a centre or someone's home. The involvement of parents and community in these programs is an important factor in their success.

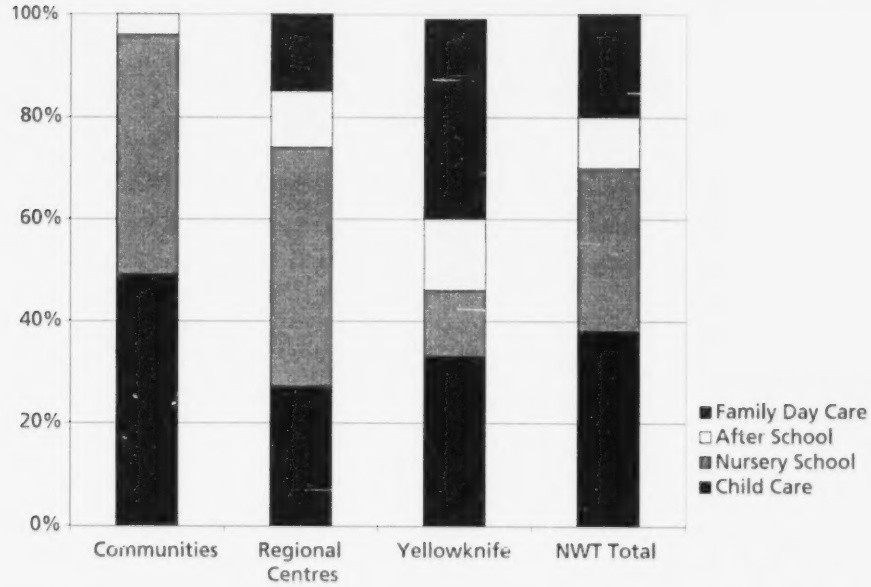
Licensing ensures that facilities meet certain criteria pertaining to safety, child-to-adult ratios and staff training. Licensed childcare facilities offer a program that fosters the healthy development of young children. Three regional consultants are responsible for licensing and supervising program development for daycare spaces. The role of the consultants has recently expanded to emphasize providing appropriate programs and services to children and their families including nutrition programs, family literacy, and specialized services such as speech and language therapy and parenting workshops. An integrated approach is taken to deliver the various programs and services.

Since 1997, the GNWT and the Federal Government have significantly increased the level of funding to support early childhood development programs such as the Aboriginal Headstart Program and the Healthy Children Initiative (HCI). Although it will take years to realize the long-term benefits of these increases, there is increasing community awareness of the importance of early childhood programs. Parents and teachers alike already observe an improvement in the socialization and academic performance of children in the early grades. The Department will continue to track data in order to assess the benefits over a ten-year period.

In communities, the greatest proportion of licensed spaces (49%) is allocated for childcare. Almost half (47%) of the licensed spaces in communities are in nursery schools, reflecting a growing support for early learning programs. In Yellowknife licensed early childhood services range from Family Day Homes, center-based facilities including day cares, preschools and after school programs.

Many young families live in regional centres and in Yellowknife, and often both parents work. These families are more transient and fewer have relatives living close by to help with childcare. As a result, there is a much greater need for a variety of childcare programs, from infants to older children, who need to be cared for after school. This distribution is most apparent in Yellowknife, where half of the spaces are for school-aged children. In regional centres and in Yellowknife, most licensed early childhood facilities have a waiting list.

Not every community in the NWT has a pre-school or early childhood program and some programs do not adequately meet the needs of that community. Given the acknowledged benefits of these programs, it is important that all parents have access to an appropriate pre-school program for their children. Parents can be involved in programs in a variety of ways, but particularly in making decisions about the programs. Parents play an important role in the success of their child's education.



Number of Licensed Spaces by Type of Program, 2003

	Child Care	Nursery School	After School	Family Day Home	Total
Communities	254	242	21	0	517
	49%	47%	4%	0%	37%
Regional Centres	75	130	30	40	275
	27%	47%	11%	15%	20%
Yellowknife	203	80	86	238	607
	33%	13%	14%	39%	43%
NWT Total	532	452	137	278	1399
	38%	32%	10%	20%	

Source:
Department of Education, Culture and Employment, GNWT

28 School Achievement Indicators Program – *Writing*

NWT students are not meeting public expectations for writing.

The Council of Ministers of Education, Canada (CMEC) initiated the School Achievement Indicators Program (SAIP) in 1989 to study and report on student achievement in a Canadian context. SAIP is a cyclical, pan-Canadian assessment of student performance in mathematics, reading and writing, and science. The information collected through SAIP is intended for use by each province and territory to set educational priorities and plan program improvements.

The SAIP assessments are administered in the spring to a random sample of students drawn from all jurisdictions. In order to gain reliable data for a small student population, all eligible 13 and 16 year-olds in the NWT participate in the assessment. Since both groups were given the same assessment items, one would expect there to be significant differences between the performances of 13 and 16-year-old students. Five levels of performance represent the potential progression of all students in the sample. Most 13-year-olds are expected to achieve level 2 and most 16-year-olds should achieve level 3.

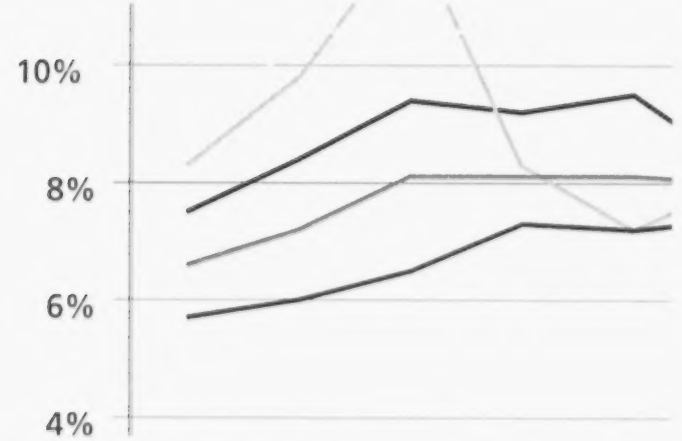
For 13-year-olds, the national expectation was that 83% of students should attain level 2 or above in writing. In other words, a majority of 13-year-olds, given the demands and context of this assessment, will demonstrate an uncertain control of the elements of writing relative to purpose. Integration of some of the elements will be apparent but development will be inconsistently maintained, conveying a simple meaning (level 2). For Canada overall, 13-year-old students met public expectations for writing, attaining 83.5% at level 2. There are significant differences between the performance of 13-year-old students in the NWT and their peers in other parts of Canada at levels 1, 2, 3, and 4. (The differences at levels 2, 3, and 4 are considerably less in 2002 than the differences in 1998. It should be noted that in 1999, two new territories were formed. NWT results cannot be compared to previous administrations that include Nunavut students.) Almost 60% of 13-year-olds in the NWT performed at or above level 2.

For 16-year-old students, the national expectation was that 70% of students should attain level 3 or above in writing. This means, a majority of 16-year-olds, will demonstrate a control of the elements of writing appropriate to purpose. Their writing will be generally integrated and the development maintained throughout with a clear perspective (level 3). For Canada overall, 16-year-old students attained a performance of 60.6% at level 3. At all levels but level 3 among 16-year-olds, student performance falls within the range expected of them. There are significant differences between the NWT performance and the Canadian English performance for 16-year-olds at all levels except level 5. (The differences at levels 2, 3, and 4 are considerably less in 2002 than the differences in 1998. It should be noted that in 1999, two new territories were formed. NWT results cannot be compared to previous administrations that include Nunavut students.) In the NWT, more than 40% of 16-year-olds perform at level 3 or better, demonstrating control, integration, and clear perspective in writing.

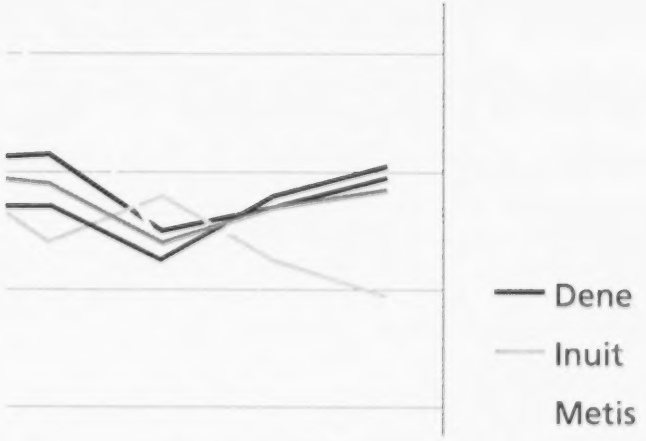
In general, NWT students are not meeting public expectations for writing and their achievement in these areas is significantly below that of 13 and 16-year-olds in the rest of Canada. Several factors may have contributed to the lower performance for NWT students on this assessment. A higher proportion of NWT students are below the expected Grade level for their age. They may not have had as much exposure to all the concepts assessed if the assumption was that 13 year-olds were at a Grade 8 level and 16 year-olds were at a Grade 11 level. English language skills necessary for communicating ideas may be weaker among those NWT students who have English as a second language.

The Department of Education Culture & Employment is presently developing an English Language Arts support document based on the Common Curriculum Framework for English Language Arts. The new document will contain a section on key outcomes with rubrics for assessment, which should improve student attainment of key writing outcomes.

Writing (English)



*Acceptable level for 13-year-olds.



*Acceptable level for 16-year-olds.

Percent of 13-Year-Olds Performing At Each of the 5 Levels

	Expectation	Canada	NWT
Writing: Level 1	95.0%	95.6%	88.6%
Writing: Level 2*	83.0%	82.4%	57.7%
Writing: Level 3	45.0%	39.9%	22.0%
Writing: Level 4	10.0%	6.7%	2.9%
Writing: Level 5	3.0%	0.3%	0.4%

Percent of 16-Year-Olds Performing At Each of the 5 Levels

	Expectation	Canada	NWT
Writing: Level 1	97.0%	95.0%	89.6%
Writing: Level 2	90.0%	86.5%	73.7%
Writing: Level 3*	70.0%	57.7%	43.0%
Writing: Level 4	25.0%	18.0%	14.2%
Writing: Level 5	5.0%	2.2%	2.2%

Source:

Council of Ministers of Education, Canada: School Achievement Indicators Program (SAIP) Writing (2002)

Notes:

1. In 1999, two new territories were formed. NWT results cannot be compared to previous administrations that include Nunavut students.
2. Both age groups complete the same assessment format. "Acceptable Level" includes 13-year-olds performing at or above Level 2, and 16-year-olds performing at or above Level 3.

29 Course Completion – *Senior Secondary English*

Course sequences are designed to meet a variety of student needs and career aspirations.

In 2001-02 the Department introduced new Grade 10 English courses followed in 2002-03 by new Grade 11 English courses. English 10-1 and 10-2 replaced English 10 and 13 and English 20-1 and 20-2 replaced English 20 and 23. The new courses increase the amount of time dedicated to the viewing strand of language arts. It is felt this change will have a positive effect on Northern students. The 16-26-36 course sequence remains the same. For the purpose of this report, reference is still made to the 10-20-30 and 13-23-33 sequences. To meet NWT graduation requirements, students must achieve a minimum of 100 credits, including 15 credits in English inclusive of English 30 or 33.

For Senior Secondary English, different course sequences were developed to meet a variety of student needs and career aspirations. English 10-20-30 is designed primarily for students planning to enter universities, colleges and technical schools. English 13-23-33 is appropriate for students planning to attend colleges, technical schools, and trade schools, or to enter directly into employment. English 16-26-36 does not meet graduation requirements, but rather prepares students for entry into the 13-23-33 sequence or the workforce.

Overall, the proportion of students completing courses in the English 10-20-30 sequence and the proportion completing 13-23-33 courses has remained fairly stable from 1999 through 2003. Currently, 56% of students are completing the 10-20-30 sequence and 37% are completing 13-23-33 courses. The proportion of students taking 16-26-36 courses remains small at 8%.

In 2003, 59% of students in community high schools were enrolled in the 13-23-33 sequence, compared to 30% completing 13-23-33 courses. The remaining 12% completed 16-26-36 courses. This could be an indication that fewer students from communities, compared to the NWT overall, are intending to attend university or college after completing Grade 12. It could also mean that some communities are addressing the challenge of delivering high school courses to a few students per Grade, by offering only the 13-23-33 sequence.

In the regional centres and in Yellowknife, trends have also stabilized since 1999. In regional centres the proportion of students completing 10-20-30 courses is 51%, compared to 38% completing 13-23-33. The difference is greater in Yellowknife, with about 71% of students completing 10-20-30 and 25% completing 13-23-33. Schools in Yellowknife and the regional centres are larger than community high schools, and are generally able to offer a more extensive range of courses.

Students need support to make the best choices as they progress through senior secondary school. Course selection should be based on individual interests, abilities and plans for further education and employment. Parents and counsellors play a critical role in discussing goals, exploring different pathways, and determining entry requirements for each path. Career and Program Planning (CPP) helps students set goals, and select appropriate courses. Technology and distance education have the potential for helping small schools meet the challenge of delivering the range of courses students need to achieve their goals.

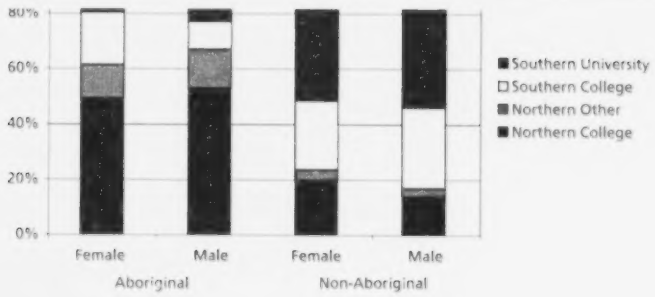
Source:

Case Management Administration System (CMAS)

Notes:

1. A very small number of students complete more than one English course a year, in different sequences. These students are counted once, in the higher sequence.

Senior Secondary English



	Communities					Regional Centres				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
10-20-30	60	61	53	58	85	152	145	154	160	161
13-23-33	141	112	164	151	170	101	89	85	103	120
16-26-36	13	18	22	20	33	12	14	22	19	32
Total	214	191	239	229	288	265	248	261	282	313

	Yellowknife					NWT Totals				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
10-20-30	424	372	404	384	417	636	578	611	591	663
13-23-33	155	131	121	134	147	397	332	370	388	437
16-26-36	21	13	19	15	27	46	45	63	54	92
Total	600	516	544	533	591	1079	955	1044	1033	1192

30 Course Completion – *20 or More Credits a Year*

Overall, about half of all full time high school students are achieving 20 or more credits a year.

Students in the NWT require 100 credits to graduate from Grade 12. They need to attain the equivalent of 30 to 35 credits each year in order to complete senior secondary school in three years. However, many students successfully complete only four or five courses a year, or the equivalent of between 12 and 25 credits. Students who achieve a minimum of 20 credits a year are expected to graduate, although they may take four or five years to accumulate the required 100 credits. Students who attain fewer than 20 credits a year are at increased risk of leaving school before they graduate.

In addition to credits earned through course completion, many students attain credit for courses waived or challenged. Students who were awarded credits in another jurisdiction may be able to receive credit for coursework earned outside the NWT. Other students are able to challenge courses and receive credit for prior learning and experiences gathered outside the classroom. Royal Conservatory music programs, mastery of an Aboriginal language and cadet training permit students to challenge a course and earn credits for the skills they have acquired. Finally, students may apply to have courses waived based upon the Grade level at which they entered secondary school in the NWT and/or their status as mature students. This indicator reports on students who have earned 20 or more credits through actual course completion. It does not report those additional students who have reached the target through courses waived or challenged.

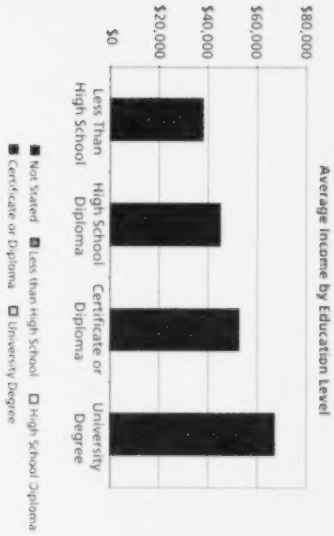
The total number of NWT students who earned 20 or more senior secondary credits in a year, remained fairly constant from 1999 through 2003, despite a 5% decrease in enrolments (FTE) in Grades 10, 11 and 12. Differences from one year to the next appear to be fluctuations rather than trends. Overall, about half of all students attending high school are achieving 20 or more credits a year.

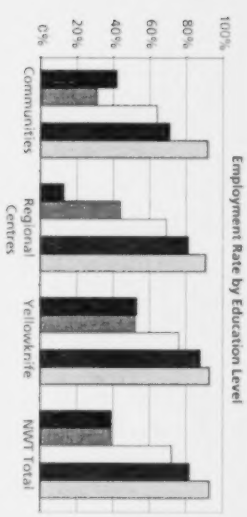
For a variety of reasons, many students take longer than three years to complete Grades 10 to 12. A student may register in five courses during a semester, but only attain a passing Grade in some of them. Some students move back and forth from school to employment and consequently carry reduced course loads per year.

Other students choose a reduced course load to allow more time to achieve the course objectives. Still others choose to repeat specific courses in order to gain a higher mark, but they do not earn additional credits for the duplicate courses. Some, as reported in indicator #8, are unable to achieve the credits in required courses to progress from Grade 10 through Grades 11 and 12.

As more students, with a wider range of needs, stay in school longer, they need to be supported through a wider variety of courses, and course delivery methods, available in their home communities. Online learning is one of the options available to students.

20 or More Credits a Year





Students Awarded 20 or More Credits in the School Year

	1999	2000	2001	2002	2003
Communities	220	206	256	223	280
	35%	27%	37%	46%	36%
Regional Centres	285	260	287	281	299
	60%	48%	54%	60%	55%
Yellowknife	603	551	542	549	614
	61%	57%	58%	66%	67%
NWT Total	1108	1017	1085	1053	1193
	53%	45%	50%	58%	54%

Source:

Case Management Administration System (CMAS)

Notes:

1. Rate is based on the number of students (irrespective of age) who earned 20 or more credits through actual course work during the academic year, as a proportion of the total number of students enrolled (FTE) in grades 10 to 12.
2. Credits created from waived, evaluated, standing granted and retroactive are not included.
3. Excluded are students enrolled in Aurora College or Private Studies, but not in an NWT high school.

31 Diploma Examinations: *Mandatory in Grade 12*

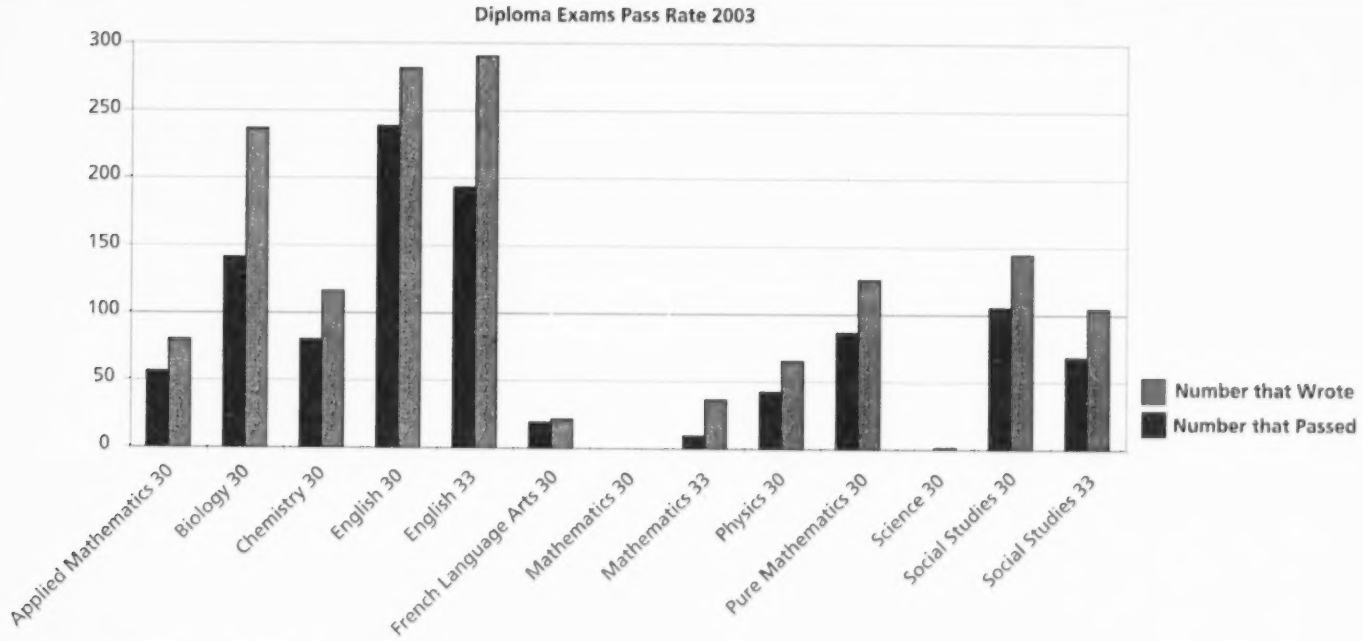
In 2003, almost fifteen hundred students in the Northwest Territories wrote Diploma Exams and 69% of those students passed.

To qualify for a Graduation Diploma, NWT students must complete an Alberta examination in English 30-1 (previously English 30) or 30-2 (previously English 33). Alberta Grade 12 Diploma Examinations are mandatory in the following courses: English 30-1/30-2, Pure Math 30 and Applied Math 30, Social Studies 30/33, Biology 30, Chemistry 30, Physics 30, Science 30, French Language Arts 30. Students who are enrolled in an Alberta examination subject must write the Alberta examination in that subject in order to receive credit. The results of the diploma exams form 50% of the students' final mark in that subject. The subject teacher, based on the students' participation and work in class, provides the remaining 50% of the students' final mark.

The Alberta examinations consist of course specific examinations based on the approved curricula for Senior Secondary Schools. Although the assessment is designed to assess the achievement of provincial and territorial standards, many important learning outcomes cannot be measured by timed, paper-and-pencil tests. In addition, many factors contribute to student achievement. The analysis, interpretation, use and communication of results from diploma exams need to take these factors into account.

The school and school authority are in the best position to accurately interpret, use and communicate diploma examination results. Using the results achieved on diploma examinations for planning and reporting is one of the keys to establishing processes that can lead to continuous academic improvement.

Mandatory in Grade 12



Diploma Exams Pass Rate 2003

	No. that Passed	No. that Wrote	% Passed
Applied Mathematics 30	56	80	70%
Biology 30	141	236	60%
Chemistry 30	80	116	69%
English 30	238	281	85%
English 33	193	290	66%
French Language Arts 30	19	21	90%
Mathematics 30	0	0	NA
Mathematics 33	9	36	25%
Physics 30	42	65	65%
Pure Mathematics 30	86	125	69%
Science 30	0	1	NA
Social Studies 30	105	144	73%
Social Studies 33	68	104	65%

Source:
Case Management Administration System (CMAS).

32 School Completion – *Graduates and Graduation Rates*

The NWT graduation rate is 45% for 2003.

The number of students graduating from the NWT school system continued to rise from 258 in 1999 to 283 in 2003. Although there is some variation from year to year, overall the number of graduates has increased by 25 students (9%) over the last five years. These figures include only students graduating from secondary school programs and do not include those young people who completed their Grade 12 through Adult Basic Education (ABE) or Grade equivalency.

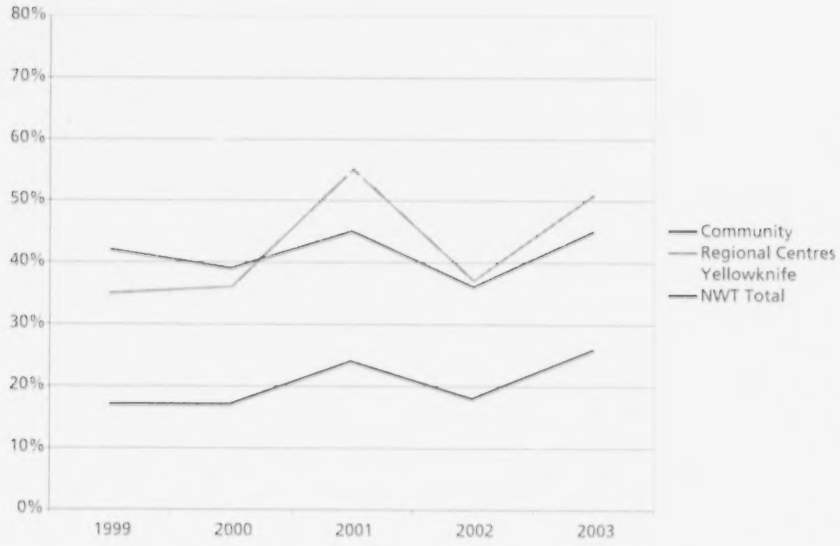
The graduation rate is based on the number of graduates in a given year, as a proportion of the number of 18 year-olds in the total population. This rate has risen overall from 42% in 1999 to 45% in 2003. By comparison, the national average is 78% (last available figure, 2001). Students in the NWT are achieving at higher levels than they have in the past, but there is a need for continued improvement.

There are differences in graduation rates by community type. In small communities, the graduation rate increased from 17% to 26% over a 5-year period. For regional centres, graduation rates have increased from 35% in 1999 to 51% in 2003, but peaked at 55% in 2001. In Yellowknife, graduation rates have decreased from 68% in 1999 to 57% in 2003. The changes, reported by community type in 2001, appear to result more from fluctuations in small populations, than from significant changes in educational practices.

For the NWT overall, it is anticipated that graduation rates will continue to increase with possible fluctuations year to year because of the small population. As students continue to gain better access to senior secondary programs, stay in school longer and receive support from their school, home and community to pursue higher education and training, more students will complete their senior secondary program.

At the same time, there is a growing awareness that there are other indicators of successful school leaving, in addition to Grade 12 graduation. Students on Individual Education Plans, for example, are attaining their goals and many are going directly into employment or living more productive lives as a result of the skills they developed in school. Some students leave the NWT and successfully complete Grade 12 in another jurisdiction. Other students choose to leave school before graduating, but later complete high school through ABE or take other training that leads to gainful employment.

Graduates and Graduation Rates



	1999	2000	2001	2002	2003
Community	36	38	55	46	58
	17%	17%	24%	18%	26%
Regional Centres	52	50	77	50	73
	35%	36%	55%	37%	51%
Yellowknife	170	165	152	148	152
	68%	59%	54%	53%	57%
NWT Total	258	253	284	244	283
	42%	39%	45%	36%	45%

Source:

Case Management Administration System (CMAS)

Notes:

1. Graduates are always as on September 30.
2. Secondary school graduates include students registered in one or more courses at a secondary school during their graduating year.
3. Secondary school graduates exclude General Education Diplomas (GED), adult basic education upgrading, and graduation from learning centres outside regular secondary school programs.
4. Ratio is calculated as the number of graduates (irrespective of age) as a percentage of the total 18-year-old population.
5. For 2001, graduation rates were adjusted when 2001 population data became available.

33 Postsecondary Education – *Students Accessing Financial Assistance*

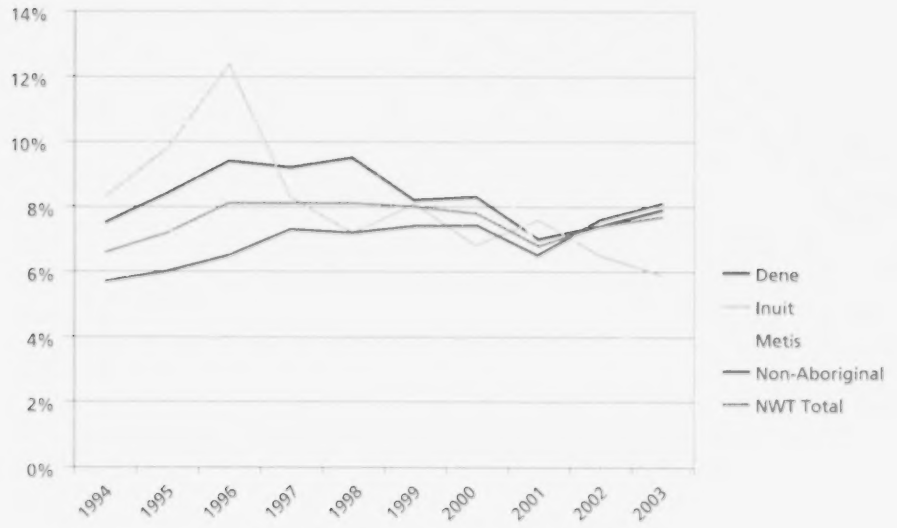
7.7% of the total population aged 18 to 44 accessed SFA in 2003.

NWT students access Student Financial Assistance (SFA) in order to participate in postsecondary education, including college and university programs. The SFA program administers, on behalf of the federal government, the University/College Entrance Program (UCEP) which funds up to two semesters for upgrading for Inuit and status Indian students. Over the past decade, the access rate for all ethnic groups increased from 6.6% of the population aged 18 to 44 years, to almost 8% in 2003.

In the 2003-04 academic year, 1,472 applications for SFA were approved. Fifty-six percent of students who accessed SFA that year were under the age of 25, compared to 61% in 2000-01.

The GNWT provides an additional $700,000 a year for Adult Basic Education Programs and $1.7 million a year to support Adult Literacy Programs. As a result of these initiatives, more NWT residents will meet academic requirements to access SFA.

Students Accessing Financial Assistance



Source:
Case Management Administration System (CMAS)

Notes:
1. Ratio is calculated as the number of SFA recipients (irrespective of age) as a percent of the total population ages 18 – 44 years.

Students Accessing SFA

	1994	1995	1996*	1997*	1998*	1999*	2000*	2001	2002	2003
Dene	340	390	460	460	470	410	423	366	387	412
	7.5%	8.4%	9.4%	9.2%	9.5%	8.2%	8.3%	7.0%	7.4%	7.9%
Inuit	140	170	220	150	130	150	128	146	128	115
	8.3%	9.8%	12.4%	8.3%	7.2%	8.1%	6.8%	7.6%	6.5%	5.9%
Metis	150	180	180	170	180	180	152	116	118	118
	8.6%	10.5%	10.8%	10.3%	11.1%	11.3%	9.6%	6.7%	7.2%	7.1%
Non-Aboriginal	690	720	770	830	780	780	756	697	768	827
	5.7%	6.0%	6.5%	7.3%	7.2%	7.4%	7.4%	6.5%	7.6%	8.1%
NWT Total	1,320	1,460	1,630	1,610	1,560	1,520	1,459	1,325	1,401	1,472
	6.6%	7.2%	8.1%	8.1%	8.1%	8.0%	7.8%	6.8%	7.4%	7.7%

* For 1996-2000, numbers have been adjusted based on new Preliminary Intercensal Estimates by Ethnicity.

34 Postsecondary Education – *By Type of Institution*

61% of SFA recipients attended postsecondary institutions in southern Canada, or in a foreign country.

For the 2002-03 academic year, postsecondary institutions throughout Canada, and in other parts of the world, approved 1,338 applications from SFA recipients in the Northwest Territories.

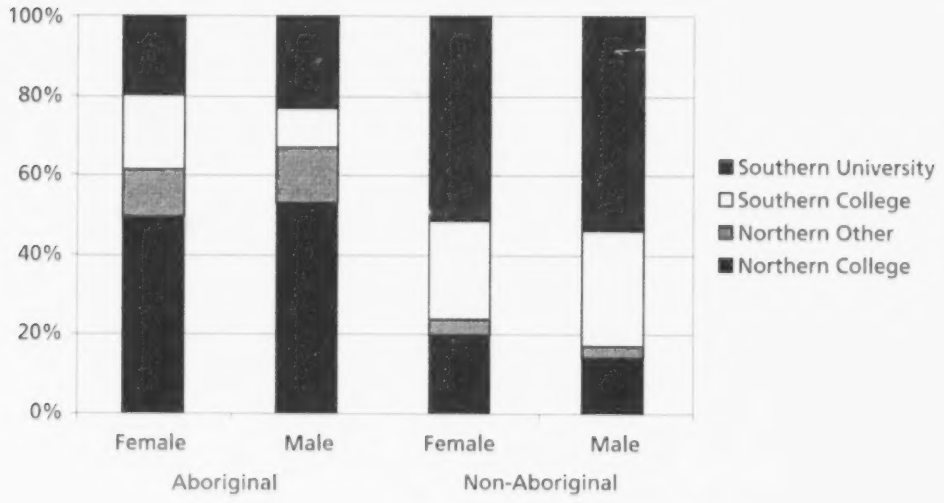
Overall, 61% of SFA recipients were accepted in institutions in Southern Canada or abroad in 2003, while 39% continued their education in the NWT. Aboriginal students were more likely to enroll in programs in the north, than were non-Aboriginals. Female students were over-represented in relation to male students by almost 2:1. For females, overall participation rates in SFA were similar for Aboriginal and non-Aboriginal students. However, non-Aboriginal males were more likely to participate in postsecondary education than their Aboriginal peers.

Of the total 1,338 applications accepted by postsecondary institutions in 2002-03, 44% were from Aboriginal students. This is representative of the overall population of the NWT. Aboriginal females were more than twice as likely to attend postsecondary education than their male counterparts. About half of all Aboriginal students, regardless of gender, enrolled in programs offered through Aurora College. The ratio of female to male students enrolled in "other" Northern institutions was 2:1.

For non-Aboriginal students, the ratio of females to males was approximately 2:1. About 80% of non-Aboriginal students were accepted in a southern institution, including 53% in university and 26% in college. The remaining 21% continued their education in the north.

In a survey of the 16-year-old student population in the NWT (2002 SAIP Writing III Student Questionnaires), 79% of respondents reported that they expect to continue their education after completing high school. Increased access to secondary school, through the implementation of grade extensions, means that more students will complete high school and be eligible to participate in postsecondary education. Additionally, internet connections will increase student options, by providing access to a variety of programs and courses in the communities.

Postsecondary Education - By Type of Institution



Postsecondary Education – By Type of Institution

	Aboriginal		Non-Aboriginal	
	Female	**Male**	**Female**	**Male**
Northern College	199	96	92	40
	50%	53%	20%	14%
Northern Other	46	26	17	9
	12%	14%	4%	3%
Southern College	75	19	117	82
	19%	10%	25%	29%
Southern University	81	41	243	155
	20%	23%	52%	54%
Total	401	182	469	286

Source:
Case Management Administration System (CMAS)

Notes:
1. Ratio is calculated as the number of SFA applicants accepted by a type of institution, as a percent of the total NWT applicants accepted in post-secondary institutions.
2. Individuals accepted by more than one institution may be over-represented.

35 Employment Opportunities and Earnings – *By Level of Education*

There is a direct relationship between level of education, likelihood of employment and earnings.

Both the likelihood of employment in the NWT and income are directly related to an individual's level of education. Only 39% of those with less than high school are employed. The proportion rises to 72% for those with a high school diploma and 93% for those with a university degree.

Where a person lives also impacts their likelihood of employment. An individual with less than high school is more likely to find employment in Yellowknife (52%) than someone with the same education level living in a regional centre (44%) and more than one and a half times as likely as someone living in a community (31%). This disparity decreases proportionately with increased levels of education. For people with a university degree, the likelihood of finding employment is over 90%, regardless of where they choose to live in the NWT.

Earnings increase substantially with level of education. A person with a university degree earns on average almost twice that of someone with less than high school education ($67,283 compared to $37,882).

Education provides individuals with choices. It increases the number of jobs a person is qualified for and allows them to access further education and training for which they have the prerequisites. People with lower levels of education usually are restricted to jobs in the service sector such as clerks, sales people, labourers, truck drivers or waiters. Career advancement is difficult.

Individuals who have some training in addition to a senior secondary school diploma have excellent chances for employment. They have many more career choices and receive higher wages. Jobs possible with such training include; managers, administrators, licensed tradesmen, secretaries, RCMP officers, park wardens, firefighters, childcare workers, education assistants or community health workers.

A university degree ensures the best chance for employment (93%) and the highest wages (average of $67,283). Career choices include the following sectors; business, education, law, social work, psychology, biology, geology, engineering, architecture and medicine.

Most Northern employers currently expect employees to have a minimum of Grade 12 education, and requirements for many types of jobs are steadily increasing. The move from a service economy to an information economy continues. While the role of government as an employer in the Northern workplace is decreasing, opportunities in the private sector are increasing in areas such as oil and gas and the developing diamond industry. Many of these jobs require a skilled workforce. Education facilities in the North will be challenged to provide training programs for prospective employers and employees with higher levels of education.

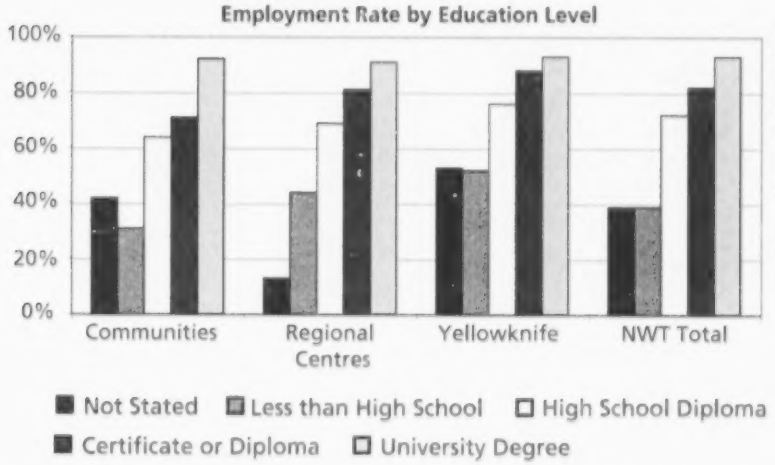
Source:

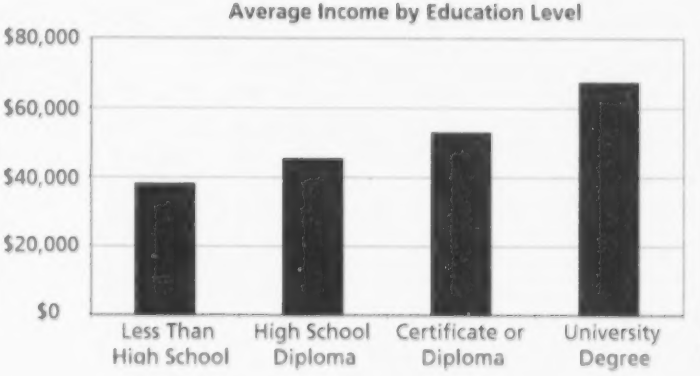
1999 NWT Labour Force Survey
Census, 1996

Notes:

1. Based on population 15 years of age and over.
2. Employment rate is calculated on the total population having a given education level, versus those who want to work.
3. Certificate or Diploma does not necessarily imply having a high school education.

Employment Opportunities and Earnings by Education Level





Employment Opportunities and Earnings – By Educational Level

		Less than Highschool	High School Diploma	Certificate or Diploma	University Degree	Not Stated
Communities	Employed	1,665	746	1,659	615	99
	Employment Rate (%)	31	64	71	92	42
Regional Centres	Employed	852	1,004	2,118	1,006	7
	Employment Rate (%)	44	69	81	91	13
Yellowknife	Employed	1,297	2,925	3,901	3,318	29
	Employment Rate (%)	52	76	88	93	53
NWT Total	Employed	3,814	4,676	7,678	4,938	135
	Employment Rate (%)	39	72	82	93	39
	Average Income*	37,882	45,058	52,777	67,283	

*Average income is from the 2001 Census & is based on full-year, full-time workers.

Glossary

Aboriginal
In Canada, of or relating to Indian or First Nations, Métis or Inuit people. In the context of this report, refers to individuals in the NWT claiming Cree, Dene, Métis, or Inuit status.

Afterschool Care
Child care provided outside of the regular school program for any child up to and including eleven years of age who is in regular attendance at a school operated pursuant to the *Education Act*.

Adult Basic Education
Adult Basic Education refers to curricula used by the NWT public colleges. It includes six levels ranging from literacy to course work at the university preparation level. Courses assist participants in learning or reviewing skills needed to meet personal, educational or employment goals.

Attending Student
An attending student is one who, in the period of September 1 to September 31, was not absent (more than 60% of the possible sessional days during the month) without parent, guardian or school permission.

Career and Technology Studies
Career and Technology Studies is a sequence of modularized course offerings at the junior and senior secondary school levels. Many modules have been "Northernized" to reflect Aboriginal perspectives.

Challenged Courses
In the NWT, a student may request to demonstrate proficiency at any time in any course including those that require a Grade 12 Diploma examination. In such cases, the principal must ensure that the challenge criteria will be adequate indicators for potential success in the preparation to write the Grade 12 Diploma examination. Principals will determine whether the request is reasonable, and if so, when and how the student will demonstrate proficiency. Upon successful completion, the principal will submit a written request to Student Records, indicating that the student receive credits for that course.

Child Care or Nursery School Facility
Refers to a service that provides care, instruction and supervision to five or more children, in the absence of their parents or guardians, by individuals who are not relatives of the majority of the children. Programs may be either for profit or non-profit.

Classroom Assistant
Traditionally this was an individual working in a paraprofessional role in schools. These individuals were responsible to the classroom teacher and assisted the teacher in implementing programs for individual students or groups of students. Under the *Education Act* (Section 62) any person formally employed as a classroom assistant is now deemed to be an **'Education Assistant'**.

Commission scolaire francophone de division
A publicly elected body drawn from French right-holders of Hay River and Yellowknife. The Commission makes decisions on planning, operations and staffing at their community school. The Commission scolaire francophone operates as the Divisional Board of Education for French minority language education in the Northwest Territories.

Communities
In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. Communities refers to the rest of the communities in the NWT, including the education centres of Fort Simpson, Norman Wells and Rae-Edzo. Communities have populations less than 2,500 and share demographic characteristics. See also **regional centres**.

Credit
Credits are achieved at the senior secondary school level through satisfactory attainment of specific curricular objectives. Each credit represents approximately 25 hours of instruction. A student requires 100 credits to graduate with a senior secondary school diploma.

Culture-Based Schooling
School programs and learning environments which reflect, validate and promote the values, world views, and languages of the community's cultures.

Department
Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, school programs (K-12), colleges and continuing education, Culture, Language and Heritage, and Income Support.

District Education Authority
A District Education Authority (DEA) is established for each Education District. The *Education Act* and its regulations confer its duties and powers. Members of each DEA are elected in their Education District. Former Community Education Councils (CECs) are now DEAs.

Divisional Education Council
A Divisional Education Council (DEC) may be established by the Minister of Education, Culture and Employment for each education division to govern the education division. Its duties and powers are conferred by the *Education Act* and its regulations. A DEC is composed of representatives of each DEA in the education division. Former Divisional Boards of Education are now Divisional Education Councils.

Early Childhood Program
A program or service provided to children primarily between 0-6 years of age.

Education Assistant
An individual working in a paraprofessional position in a school and who, under the direction of a teacher, assists in implementing programs for individual students or groups of students. They are also known by a variety of other names such as, Classroom Assistant (CA), Special Needs Assistant (SNA), Student Support Assistant (SSA), and Inclusive Support Assistant (ISA).

Education District
The NWT is divided into education districts. These districts are established by the Minister of Education, Culture and Employment and in most instances conform to the boundaries of each community in the Territories. Some communities, e.g. Yellowknife, may have more than one education district.

Education Division
Education Divisions in the NWT are established by the Minister of Education, Culture and Employment and cover a geographic area including several communities, e.g. Sahtu, Tłı̨chǫ.

Ethnicity
Refers to an individual's ethnic affiliation i.e. affiliation with a distinct group of people with a common linguistic and cultural heritage e.g. Inuit, Dene, Métis.

Family Day Home
A child care service provided for up to eight children in the operator's residence. The program is usually less structured than a day care centre. Family day homes are classified as non-profit operations.

Federal Funds
Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of Canada.

First Language
For the purpose of this report, first language is synonymous with "mother tongue" in that it refers to the first language learned in childhood and still understood.

First Language (L1) Programs
For the purpose of this report, L1 refers to school programs in which an Aboriginal language is the primary language of instruction in the classroom. Schools vary as to the Grade levels at which these programs are offered but most commonly they occur at Kindergarten through Grade 3.

French First Language Program
A French language program where all instruction in the classroom is in French. Such programs are offered where students who are Francophone or qualify as Right-Holders for French First Language instruction under Section 23 of the Charter of Rights are sufficient in number.

French Immersion Program
A French language program for non-Francophones where more than 50% of instruction is in French. Immersion programs are offered at various Grade levels depending on the education jurisdiction.

French Second Language Program/ Core French
A French language program in which French is taught as a subject. Such programs are offered for various amounts of time per week depending on the Grade level.

Full-Time Equivalent
A term used when referring to student attendance. Funding formulae may be based on the number of FTEs. Each student who attends school for a full day program (Grades 1 to 12) and who is present 40% or more of the time is counted as an FTE. Students in Kindergarten who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students, students in Grades 10 to12 taking fewer than 15 credits a year, and young offenders who spend less than 50% of time in a school.

General Educational Development
The General Educational Development (GED) program provides a second chance for adults who left school before completing Grade 12. By passing the GED tests, individuals earn recognition for high school equivalency. Holders of a GED may qualify for college entry and jobs requiring a secondary school diploma, and can obtain training and advancement at work. In the NWT, an individual who is 18-years of age or older may, upon successful completion of GED tests, be issued a GED X, XI or XII certificate.

Grade Extensions
The policy and practice begun in 1989 by which smaller communities in the NWT gradually expanded their school programs to offer Grade 10, 11 and 12. It is also referred to as the Community High School Initiative.

Home Language
The language most often used to communicate in the home.

Inclusive Schooling
The policy and practice mandated by the *Education Act* of the NWT which facilitates the membership, participation and learning of all students in regular classrooms and other school activities.

Junior Secondary
Grades 7, 8, and 9.

K-12
This term is used to refer to all the Grade levels (Kindergarten, Grade 1,2,...12) for which education programs are provided in the NWT school system

Licensed Child Care
Care which is provided in a facility or home which has been inspected and meets the standards set out in the *Northwest Territories Child Day Care Act and Regulations*.

Licensed Spaces
The number of spaces available for pre-school children in an Early Childhood Program which has been licensed by the Department of Education, Culture and Employment. Criteria for licensing are specified in the *Child Day Care Act and Standards Regulations*.

Magnet Facility
A designated residential facility which provides services to students from outside the jurisdiction in which the residence is located. Educational services may be provided either within the facility or in a local school. Facilities such as young offender custody and group homes facilities operated by the Department of Justice, or group homes, treatment centres and safe shelters operated under the Department of Health and Social Services may qualify for this designation.

Non-Aboriginal
In this report, refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

Person Year
A term used in Human Resources and Finance matters. Staff positions are often referred to in person years (PYs). A full-time employee would represent one PY whereas an individual working half-time would be .5 PY.

Principal Certification
There is a requirement under the *Education Act* that anyone wishing to be employed as a principal of a school must hold a certificate of eligibility as principal. Such a certificate is obtained by completing the principal certification program approved by the Minister of Education.

Regional Centres
In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. Regional centres refers to the communities of Fort Smith, Hay River and Inuvik. The regional centres have populations greater than 2,500, and share demographic characteristics.
See also **Communities**.

SAIP
The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Canada (CMEC). The goal of SAIP is to answer the question, "How well are Canadian students doing in the core school subjects of reading and writing, mathematics, and science?" The program has been designed to provide data at the national and provincial or territorial levels

and for the two Official Language groups in some of the provinces. Two age groups, 13 and 16 year olds, have been selected for testing. Tests are administered in the spring of each year.

School Community Counsellor
School-community counsellors are community residents who are employed in NWT schools as counsellors after having completed a training program at one of the public colleges. They work with students, families and the community. In addition to counselling students and referring students to other agencies, they play an important liaison role in bringing the school and community together in supporting students in their education.

Second Language (L2) Programs
For the purpose of this report, L2 refers to school programs in which the Aboriginal language is taught as a subject. The Aboriginal language may also be used informally throughout the day, but the primary language of instruction in the classroom is English.

Senior Secondary
Grades 10, 11 and 12. Students earn credits for each successfully completed course at these levels. Upon meeting the minimum graduation requirement of 100 credits, students receive a Secondary School Graduation Diploma.

Student Financial Assistance
A program of financial assistance whereby students who are NWT residents and enrolled in a post-secondary education program may receive grants and/or loans. There are various eligibility criteria based on length of residency, degree of need, ethnicity etc.

Territorial Funds
Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of the NWT.

Transition Programs
For the purpose of this report, transition refers to a shift from Aboriginal first language (L1) programs to L2 programs, where English becomes the primary language of instruction. Schools vary as to when this shift occurs, but generally transition programs begin in Grade 3 or 4, and may continue throughout Grades 5 and 6.

Waiver of Prerequisites and Credits for Prerequisite Courses
Prerequisites and credits for prerequisite courses may be waived by the principal as long as the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies; judgements are made on an individual basis, not for an entire class of students; and it is in the student's best interest. Waived courses must be reported in writing by the principal to the Manager, Student Records, together with a recommendation for granting of credits. Credits for a prerequisite may be granted only upon successful completion of the next or higher ranking course in that sequence. The waiver provision does not apply to specific courses which are part of the graduation requirement, except in the case of mature students, and students who enter an NWT senior secondary school in Grade 11 or 12.

Acronyms

ABE	Adult Basic Education
CA	Classroom Assistant
CMEC	Council of Ministers of Education, Canada
CSFH	Commission scolaire francophone de Hay River
CSFD	Commission scolaire francophone de division
CTEP	Community-based Teacher Education Program
CTS	Career and Technology Studies
DEA	District Education Authority
DEC	Divisional Education Council
EA	Educational Assistant
ECE	Department of Education, Culture and Employment
FFL	French First Language
FSL	French Second Language
FTE	Full-Time Equivalent
GED	General Educational Development
GNWT	Government of the Northwest Territories
ISA	Inclusive Schooling Assistant
L1	Aboriginal First Language Programs
L2	Aboriginal Second Language Programs
NWT	Northwest Territories
ELP	Educational Leadership Program
PST	Program Support Teacher
PY	Person Year
SAIP	School Achievement Indicators Program
SCC	School-Community Counsellor
SSA	Student Support Assistant
TEP	Teacher Education Program

Names and Locations – *Communities*

There are 32 communities with District Education Authorities in the NWT.

Community	Remarks	Population
Aklavik		656
Colville Lake		127
Deline		551
Detah		216
Fort Good Hope		540
Fort Liard		588
Fort McPherson		808
Fort Providence		842
Fort Resolution		548
Fort Simpson	tax-based community	1,237
Fort Smith	Regional Centre / tax-based community	2,473
Hay River	Regional Centre / tax-based community	3,620
Hay River Reserve		295
Holman		424
Inuvik	Regional Centre / tax-based community	3,435
Jean Marie River		71
Kakisa		50
Lutsel k'e		407
Nahanni Butte		109
Norman Wells	tax-based community	797
Paulatuk		319
Rae-Edzo		1,867
Gameti	changed from Rae lakes	298
Sachs Harbour		117
Trout Lake		78
Tsiigehtchic		207
Tuktoyaktuk		990
Tulita		489
Wekweti		148
Wha Ti		493
Wrigley		168
Yellowknife	tax-based community	18,673

Note:

Population Estimates are as at July 1, 2003.

For educational accountability purposes, in the 2002-03 academic year:

Hay River Reserve has its own DEA and is reported separately from Hay River.

Enterprise students attend school in Hay River and are included in Hay River statistics.

The communities of Rae and Edzo share one DEA and are statistically combined.

There are two separate DEAs in Yellowknife.

Names and Locations – *Schools*

Schools

Education Council	Education Authority	School Name	Grades	FTE
Beaufort-Delta	Aklavik	Moose Kerr School	K-12	170
Beaufort-Delta	Fort McPherson	Chief Julius School	K-12	213
Beaufort-Delta	Holman	Helen Kalvak Elihakvik	K-12	127
Beaufort-Delta	Inuvik	Samuel Hearne Secondary School	7-12	325
Beaufort-Delta	Inuvik	Sir Alexander Mackenzie School	K-6	331
Beaufort-Delta	Paulatuk	Angik School	K-11	91
Beaufort-Delta	Sachs Harbour	Inualthuyak School	K-11	30
Beaufort-Delta	Tsiigehtchic	Chief Paul Niditchie School	K-11	47
Beaufort-Delta	Tuktoyaktuk	Mangilaluk School	K-12	227
Dehcho	Fort Liard	Echo Dene School	K-11	132
Dehcho	Fort Providence	Deh Gáh Elementary and Secondary School	K-12	171
Dehcho	Fort Simpson	Bompas Elementary School	K-6	138
Dehcho	Fort Simpson	Thomas Simpson School	7-12	145
Dehcho	Jean Marie River	Louie Norwegian School	K-10	23
Dehcho	Kakisa	Kakisa Lake School	K-10	7
Dehcho	Nahanni Butte	Charles Yohin School	K-10	16
Dehcho	Trout Lake	Charles Tetcho School	K-10	5
Dehcho	Wrigley	Chief Julian Yendo School	K-10	29
Tłı̨chǫ	Detah	Kaw Tay Whee School	K-9	10
Tłı̨chǫ	Edzo	Chief Jimmy Bruneau	K-12	327
Tłı̨chǫ	Rae	Elizabeth Mackenzie Elementary Sch.	K-6	212
Tłı̨chǫ	Gameti	Jean Wetrade Gameti School	K-9	71
Tłı̨chǫ	Wekweti	Alexis Arrowmaker School	K-9	23
Tłı̨chǫ	Wha Ti	Mezi Community School	K-12	138
Sahtu	Colville Lake	Colville Lake Territorial School	K-9	31
Sahtu	Deline	?ehtseo Ayah School	K-12	152
Sahtu	Fort Good Hope	Chief T'Selihye School	K-12	188
Sahtu	Norman Wells	MacKenzie Mountain School	K-12	157
Sahtu	Tulita	Chief Albert Wright School	K-12	165
South Slave	Fort Resolution	Deninu School	K-12	128
South Slave	Fort Smith	Joseph Burr Tyrrell School	K-6	338
South Slave	Fort Smith	P.W. Kaeser High School	7-12	298
South Slave	Hay River	Diamond Jenness Secondary School	8-12	334
South Slave	Hay River	Harry Camsell School	K-3	224
South Slave	Hay River	Princess Alexandra School	4-7	294
South Slave	Hay River Reserve	Chief Sunrise Education Centre	K-7	71
South Slave	Lutsel k'e	Lutsel K'e Dene School	K-10	86

Note:

There are a total of 47 public schools, 3 private schools and 2 francophone schools in the NWT.
33 District Education Authorities (DEA) govern 37 English-language public schools.
DEAs outside Yellowknife are organized under 5 Divisional Education Councils.

Names and Locations – *Schools (continued)*

Two Education Authorities govern 10 English-language schools in Yellowknife. The three private schools in the NWT are also located in Yellowknife.

Education Authority	School Name	Grades	FTE
Yellowknife Catholic Schools	Ecole St. Joseph School	K-8	600
Yellowknife Catholic Schools	St. Patrick High School	9-12	485
Yellowknife Catholic Schools	Weledeh Catholic School	K-8	332
Yellowknife Education District #1	J.H. Sissons School	K-5	250
Yellowknife Education District #1	K'alemi Dene School	K-7	61
Yellowknife Education District #1	Mildred Hall Elementary School	K-8	313
Yellowknife Education District #1	N.J. Macpherson School	K-5	238
Yellowknife Education District #1	Range Lake North School	K-8	352
Yellowknife Education District #1	Sir John Franklin High School	9-12	703
Yellowknife Education District #1	William McDonald Middle School	6-8	297
Private School	Koinonia Christian School	K-8	12
Private School	The Learning Centre	K-9	2
Private School	Montessori	K-3	13

The Commission scolaire francophone de division (est. Nov. 6, 2000) governs 2 French First Language schools.

Community	School Name	Grades	FTE
Hay River	Ecole Boreale*	K-6	30
Yellowknife	Ecole Allain St. Cyr	K-10	93

Note:

* Ecole Francophone de Hay River was established July 1, 2001, and officially named Ecole Boreale, May 27, 2003.

Full Time Equivalent Student (FTE).

FTE is rounded up.

FTE as of September 30/02

Names and Locations – *College*

Aurora College

The Head Office of Aurora College is located in Fort Smith. The College delivers programs at three campuses, 21 community learning centres, and other community sites in the NWT.

Aurora Campus	**Inuvik**
Community Learning Centre	Aklavik
Community Learning Centre	Deline
Community Learning Centre	Fort Good Hope
Community Learning Centre	Fort McPherson
Community Learning Centre	Tulita
Community Learning Centre	Inuvik
Community Learning Centre	Tuktoyaktuk
Community Learning Centre	Holman

Thebacha Campus	**Fort Smith**
Community Learning Centre	Fort Providence
Community Learning Centre	Fort Resolution
Community Learning Centre	Fort Simpson
Community Learning Centre	Hay River
Community Learning Centre	Lutsel k'e
Community Learning Centre	Fort Liard

Yellowknife Campus	**Yellowknife**
Community Learning Centre	Rae-Edzo

Population Estimates - *By Selected Age Groups and Community Type Northwest Territories 1999 to 2003*

Population Aged 15 - 19 by Community Type

Community Type	1999	2000	2001	2002	2003
Communities	1,132	1,137	1,173	1,202	1,220
Regional Centres	741	753	748	743	707
Yellowknife	1,319	1,306	1,330	1,323	1,411
NWT Total	3,192	3,196	3,251	3,268	3,338

Population 18 Year Olds by Community Type

Community Type	1999	2000	2001	2002	2003
Communities	217	228	220	260	219
Regional Centres	136	140	167	135	142
Yellowknife	259	287	250	279	269
NWT Total	612	655	637	674	630

Population Aged 18 - 44 by Community Type

Community Type	1999	2000	2001	2002	2003
Communities	5,776	5,735	5,795	5,882	5,821
Regional Centres	4,357	4,258	4,194	4,231	4,206
Yellowknife	8,842	8,728	8,776	8,908	9,071
NWT Total	18,975	18,721	18,765	19,021	19,098

Population Aged 18 - 44 by Ethnicity

Group	1999*	2000*	2001	2002	2003
Dene	5,019	5,083	5,228	5,246	5,227
Inuit	1,845	1,879	1,943	1,981	1,953
Metis	1,600	1,587	1,599	1,643	1,661
Non-Aboriginal	10,511	10,172	9,995	10,151	10,257
NWT Total	18,975	18,721	18,765	19,021	19,098

*Preliminary Intercensal Estimates by Ethnicity

Source:
Statistics Canada and NWT Bureau of Statistics.
All Data are as on July 1st.

Senior Seconday Enrolment (FTE)

Senior Secondary Enrolment (FTE) 1998 through 2003

Student Enrolment (FTE) by Grade, 1998-99

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	350	180	90	620
Regional Centres	220	150	90	460
Yellownknife	370	270	290	930
NWT Totals	940	600	470	2010

Student Enrolment (FTE) by Grade, 1999-00

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	437	192	121	750
Regional Centres	234	172	130	536
Yellownknife	326	286	290	902
NWT Totals	997	650	541	2188

Student Enrolment (FTE) by Grade, 2000-01

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	430	130	120	680
Regional Centres	280	130	110	520
Yellownknife	378	249	251	878
NWT Totals	1088	509	481	2078

Student Enrolment (FTE) by Grade, 2001-02

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	354	158	118	630
Regional Centres	267	140	107	514
Yellownknife	383	271	234	888
NWT Totals	1004	569	459	2032

Student Enrolment (FTE) by Grade, 2002-03

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	407	238	164	809
Regional Centres	275	145	104	524
Yellowknife	415	266	220	901
NWT Totals	1097	649	488	2234

Note:
FTE numbers have been rounded up.

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